

Common School FOURNAL.

NEW SERIES.

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Volume V.

EDITOR, HENRY BARNARD, Supt. of Common Schools.

October,

EDITORIAL AND OFFICIAL NOTICES.

STATE TEACHERS' ASSOCIATION.

The annual meeting of the State Teachers' Association was held at New Britain on Monday afternoon and evening, September 29th. The proceedings, as reported by the Secretary, will be published hereafter, in connection with the account of the series of adjourned meetings.

In order to interest teachers in the objects of the Association, it was voted to hold a series of meetings in different sections of the State, in connection with the County Institutes appointed by the Superintendent of Common Schools for this season, as follows:

*****	composity top source										
At	Stafford, Furn	nace	Vil	lage,		•	•	Tuesday e	vening	Octob	er 7.
**	New Preston,							Friday	46		10.
**	Colchester,	-	-			•	•	Tuesday	**	**	13.
46	Naugatuck,							Friday	**	**	17.
	Essex,		•					Tuesday	**	**	21.
	Norwalk, -							Thursday	46	44	25.
66	Glastenbury,							Tuesday	**	**	28.
66	Ashford							Thursday	**	**	30.

The proceedings of this series of meetings, with a summary of the several addresses, will be published after the meeting at Ashford, and will be sent to subscribers as part of Number II. of the Journal.

TEACHERS' INSTITUTES FOR 1851.

A Teachers' Institute is hereby appointed-

For Litchfield County, at New Preston, Tuesday, Oct. 7th.

- " Tolland " Stafford, (Furnace Village,) Tuesday, Oct. 7th.
- " New London " " Colchester, Tuesday, Oct. 14th.
- " New Haven " " Naugatuck " " "
- " Fairfield " Norwalk, Tuesday, Oct. 21st.
- " Middlesex " " Saybrook, (Essex,) Tuesday, Oct. 21st.
- " Hartford " Glastenbury, Tuesday, Oct. 28th.
- " Windham " " Ashford, " " "

The exercises of each Institute will commence at 9 o'clock, A. M., of the day for which it is appointed, and close on the Friday evening following.

An address will be delivered on the Monday evening preceding the opening of each Institute, on the "Condition and Improvement of the Common Schools of Connecticut," at which school officers and friends of education generally in the county, are invited to be present.

Board will be provided gratuitously for all who attend on Monday evening or enroll themselves as members of an Institute on Tuesday.

It is particularly desired that teachers will be present on the evening preceding the opening of the Institute.

Teachers are requested to bring with them a memorandum of such topics as to the classification, government and instruction of schools, as they would like to have discussed during the exercises of the Institute.

HENRY BARNARD,

Superintendent of Common Schools.

HARTFORD, Aug. 26th, 1851.

INSTITUTE FOR LITCHFIELD COUNTY.

The Institute for Litchfield County will commence at New Preston on Tuesday morning, October 7th, at 9 o'clock, under the direction of Rev. T. D. P. Stone, Associate Principal of State Normal School. Mr. Stone will lecture on Monday evening previous, on the "Condition and Improvement of Common Schools." The Litchfield County Teachers' Association will hold its annual meeting on Tuesday, Wednesday and Thursday evenings. An adjourned meeting of the State Teachers' Association will be held on Friday afternoon and evening; Mr. Barnard will address the Association and Institute on Friday evening.

INSTITUTE OF TOLLAND COUNTY.

The Institute for Tolland County will commence at Stafford, Furnace Village, on Tuesday, October 7th, at 9 o'clock, under the direction of Prof. Camp, who will introduce the exercises of the week by an address on Monday evening, on the general subject of Common Schools. Mr. Barnard will address the State Teachers' Association on Tuesday evening, and Mr. William S. Baker, Principal of North District School, Hartford, will deliver an address on Friday evening.

INSTITUTE FOR NEW LONDON COUNTY.

The Institute for New London County will be conducted by Rev. T. D. P. Stone, and will be opened by an address from Mr. Barnard, on Monday evening, Oct. 13th. The regular exercises of the Institute will commence at 9 o'clock on Tuesday morning. The adjourned meeting of the State Teachers' Association will be held on Tuesday evening, when an address will be delivered by Mr. Barnard, on the "Evidences of Progress in the Common Schools of the State."

INSTITUTE FOR NEW HAVEN COUNTY.

The Institute for New Haven County will commence at Naugatuck, on Tuesday morning at 9 o'clock, under the direction of Prof. Camp. An address will be given on Monday evening, by Prof. Camp, on the "Condition and Improvement of Common Schools." On Tuesday evening, Prof. Olmsted, of Yale College, will deliver a lecture on "The Gift of Teaching." On Wednesday evening, Rev. M. Richardson will lecture on "Gradation of Schools." On Thursday evening, Mr. William S. Baker, of Hartford, will lecture on "Some of the Common Errors in the Management and Instruction of Schools." On Friday evening, an adjourned meeting of the State Teachers' Association will be held, at which time an address will be delivered by Mr. Barnard, on "The necessity of a more active and intelligent public interest in the management of common schools."

INSTITUTE FOR FAIRFIELD COUNTY.

The Institute for Fairfield County will commence at Norwalk, on Tuesday morning, Oct. 20th, at 9 o'clock, at the Town Hall, under the direction of Rev. T. D. P. Stone. Prof. Olmsted, of Yale College, will lecture, on Monday evening, on "The Improvements in Common Schools required by the peculiar circumstances of large cities and villages."

On Wednesday evening, Prof. Porter, of Yale College, will lecture on "School and Village Libraries, and the best use of Books." On Thursday and Friday evenings, an adjourned meeting of the State Teachers' Association will be held in connection with the Institute; at which addresses will be made by Messrs. Stone, Barnard, Baker and others.

INSTITUTE FOR MIDDLESEX COUNTY.

The Institute for Middlesex County will commence at Essex Village, on Tuesday morning, Oct. 21st, at 9 o'clock, under the direction of Prof. Camp. On Monday evening, Mr. Barnard will lecture on "The Condition and Improvement of Common Schools, especially in the Cities and larger Villages of the State." On Tuesday and Friday evenings, an adjourned meeting of the State Teachers' Association will be held in connection with the Institute, at which addresses will be made by Messrs. Huntington, Camp, Baker, Curtis, Barnard and others.

TEACHERS' INSTITUTES FOR HARTFORD COUNTY.

The Institute for Hartford County will commence on Tuesday morning, Oct. 27th, at 9 o'clock, under the direction of Rev. T. D. P. Stone, Associate Principal of the State Normal School. On Monday evening previous, an address will be given by Rev. Albert Smith, of Vernon. On Tuesday and Wednesday evenings an adjourned meeting of the State Teachers' Association will be held in connection with the Institute. On these evenings, topics connected with the improvement of our school system and methods of school instruction and discipline will be discussed by Messrs. Stone, Barnard, Baker, Curtis, (of the Hartford High School,) Colburn, (of the Middletown High School,) Prof. Ayres, (of the American Asylum,) and other practical teachers. A portion of each evening session of the Institute will be occupied by Mr. Stone, in familiar lectures on physiology, school apparatus, and other practical topics of interest to parents as well as teachers.

INSTITUTE FOR WINDHAM COUNTY.

The Institute for Windham County will commence at Ashford, on Tuesday morning, Oct. 28th, at 9 o'clock. On the evening previous, an address will be given by Prof. Camp, on the "Condition and Improvement of Common Schools." Addresses may be expected from Prof. Camp, on Tuesday evening; from Rev. Albert Smith, on Wednesday evening; and Mr. W. S. Baker, on Friday evening. On Thursday evening, should the weather be favorable and his health admit, Rev. Augustus Bolles, of Colchester, will give an account of the common schools as they were conducted in Ashford and other parts of Windham County, prior to 1800. In the absence of Mr. Bolles, Mr. Barnard will address the Institute and State Teachers' Association.

LECTURES AND DISCUSSIONS ON THE CONDITION AND IM-PROVEMENT OF COMMON SCHOOLS IN CONNECTICUT.

The Superintendent of Common Schools will arrange for at least one lecture, on topics connected with the organization, classification, instruction and discipline of Common Schools, in each of the 217 School Societies in the State, in the course of the next four months, on condition that the Acting School Visitor, or some friend of school improvement in each society will make all the preliminary arrangements for a public meeting of teachers, school officers and parents, especially the mothers of children at school. These arrangements must include a suitable hall or church for the lecture, a notice of the time and place of meeting through the schools and in other modes, and a notice to the Superintendent that these things have been attended to, at least one week previous to the time of meeting.

All topics not directly connected with the condition and improvement of common schools, will be excluded from the lectures. All statements and views presented in the lecture, will at each meeting be open to a free and full discussion, in which any citizen of the State is invited to take part.

APPOINTMENTS FOR ADDRESSES ON COMMON SCHOOLS.

In pursuance of the plan of having an address on the subject of Common Schools delivered in each school society in the State, the following appointments have already been made:

Rev. E. B. Huntington, Principal of Public High School in West Meriden, will lecture as follows:

At Durham,			•	•		Monday o	evening,	Oct.	6th.
" North Gu	ilford	,			-	Tuesday	**	**	7th.
" Guilford,	-	-	-	•		Wednesda	y "	**	8th.
" Branford,	-			-	-	Thursday	66	**	9th.
" North Bra	nfor	1.	-			Friday	**	44	10th.

Mr. William S. Baker, Principal of North District School, Hartford, has lectured or will lecture as follows:

At Somers,			-		-		Friday ever	ning,	Sept.	26th.
" Windsor Locks, -		-		•		-	Thursday	66	44	27th.
" New Britain, -	-				•		Tuesday	66	44	30th.
" Warehouse Point,		•		•		•	Thursday	**	Oct	t. 2d.
"Windsor,	•		•		-		Monday	**	**	6th.
" Poquonnock, -		-		•		-	Tuesday	**	66	7th.
" West Hartford, -	-						Wednesday	**	**	8th.
" Wethersfield, .				•		•	Tuesday	44	44	14th.
" West Hartford, -	-		-				Wednesday	46	**	15th.
" Canton,				-			Friday	**	**	17th.
" Bloomfield, -			•		-		Monday		**	20th.
" Rocky Hill,		•					Tuesday	64	44	21st.
" East Hartford, .	-						Wednesday	**	66	22d.
" Norwalk,						-	Thursday	66	66	23d.
" Essex,	-		•				Friday	**		24th.
" Westbrook,						-	Saturday	**	46	25th.
"Glastenbury, -	-				•		Tuesday	**	44	28th.
" Ashford,							Friday	**	**	30th.
" West Woodstock,			-		-		Saturday af	ternoc	n, Nov	. 1st.

Rev. Merrill Richardson, of Terryville, will lecture in the school societies in his immediate neighborhood. The acting school visitor, or other active friends of school improvement, in such societies, may secure his services for an address, by applying directly to him, and making the necessary arrangements for the meeting.

The Superintendent of Common Schools, besides his appointments in connection with each Institute, will lecture at West Hartford, East Hartford, Ansonia and Farmington, some time in the month of November, or as soon as the school-houses now building in these towns are completed. He will improve the occasion of the opening of these edifices for school purposes, to present his views on "The relations of a good school-house to a good school." He hopes to be able to meet the friends of school improvement at Stamford, Danbury, Washington, Warren, Sharon, Salisbury, Cornwall, Plymouth, Waterbury and Humphreysville, during the month of November.

SCHOOL CELEBRATIONS.

Whenever three or more teachers in a school society or town will make the necessary arrangements for a gathering of all the scholars of their respective schools, in a suitable school-room or hall, the Superintendent of schools, on being informed at least one week previous, will be present, or will procure the attendance of some one in his place to make an address on the occasion. The Superintendent will be happy to be consulted in reference to the exercises appropriate to such meetings.

WORDS AND DEEDS OF ENCOURAGEMENT.

Under this head the Editor proposes to publish in subsequent numbers of the Journal, such communications as he may receive respecting the progress of education in different sections of the state, and he would hereby respectfully invite the friends of school improvement to look about them and note every indication of progress in the construction of school-houses, organization and classification of schools, regularity and punctuality of attendance, methods of instruction and discipline, uniformity of text books, supply of apparatus, liberal appropriation for the support of the system, and public and parental interest in the whole subject of popular education; and communicate an account of the same for the encouragement of all who are laboring in the same field.

LEGISLATION RESPECTING COMMON SCHOOLS IN 1851.

The following public acts were passed by the General Assembly, May session, 1851.

An Act in addition to "An Act concerning Education."

Be it enacted by the Senate and House of Representatives in General Assembly convened:

SEC. 1. That no future meeting of any school society or school district shall be deemed to be legally warned unless, in addition to the notice now required to be given of the time, place and object of such meeting, the person or persons giving such notice shall, on the day of giving such notice, leave a duplicate of the same with the clerk of such society or district, which it shall be the duty of such clerk to preserve on file.

Sec. 2. That every school society, at any legal meeting, specially warned for that purpose, may designate the time and place of holding all subsequent annual meetings of said society, within said society's limits: provided, that such annual meetings be appointed at some time within the months of September or October in each year.

Approved, June 30th, 1851.

An Act repealing an Act entitled "An Act in addition to an Act concerning Education."

Be it enacted by the Senate and House of Representatives in General Assembly convened:

That an Act entitled "An Act in addition to an Act concerning Education," passed May session, 1850, be, and the same is hereby repealed.

Approved, June 30th, 1851.

CIRCULAR,

To Teachers applying for situations, and Committees wishing to obtain good Teachers.

The Superintendent, at this season of the year, is in the way of receiving many letters from Teachers, seeking situations, and from Committees, applying for teachers. He will be glad to assist both,—the good teacher to a desirable situation, and the liberal and just district, to a good teacher. To do this with the least expenditure of time and correspondence to all concerned, the following suggestions should be heeded by Teachers and Committees.

Teachers wishing for situations should specify:

- 1. Their preparatory training, experience in teaching, and future plans, so far as teaching is concerned.
- 2. Name and post office address of individuals, to whom they are willing to make reference as to moral character, ability to teach, and govern a school.
- 3. The grade of school they would like to teach, as well as the kind of school they will be content to get.
- 4. The compensation they expect to receive, and the lowest rate, and shortest time, for which they are willing to engage.
 - 5. Their willingness or unwillingness to "board round."
 - 6. Their names in full, and post office address.

Committees applying to the Superintendent for a Teacher should specify,

- 1. The name, or number of the District,—the general characteristics of the same,—whether it is agricultural or manufacturing,—sparsely or densely populated,—much or little interested in the school.
- 2. The size and condition of the school-house, and the amount of apparatus and other means of practically illustrating the studies of the school.
- 3. The grade of school, and the probable number of scholars,—whether an ordinary District School, composed of children of all ages from four to sixteen, a Primary School, composed of young children, or a High School, composed of the older and more advanced scholars.
- 4. The length of time the school is kept open through the year, with the number and length of the vacations.
- 5. The general characteristics of the Teacher, whether as a Principal or Assistant,—male or female,—much or little experience.
 - 6. The highest compensation in money that will be paid exclusive of board.
- 7. The arrangements for board,—whether to be paid by the Teacher or the District;—if by the Teacher, specify the price of board, including washing, fuel and lights; if by the District, specify whether the Teacher is to "board round," or to board at one place.

HENRY BARNARD,

Superintendent of Common Schools.

HARTFORD, October 1st, 1851.

PROGRESS OF POPULAR EDUCATION.

Under this head the editor will commence, in the next volume, a systematic review of the progress of education in different states and countries, giving a brief history of the school system of each of the United States and of the principal countries in Europe; so that at the close of the year, the subscribers to the Journal will have a pretty complete view of the present condition of popular education in countries where the subject has received special attention.

PROSPECTUS.

The publication of the Connecticut Common School Journal was commenced in August, 1838, under the general direction of the Board of Commissioners of Common Schools, and the editorship and pecuniary responsibility of the Secretary of that Board. It was discontinued in September, 1842, at the close of the fourth volume. The undersigned has assumed the labor and responsibility of commencing a new series of this Journal, as the most convenient mode of communicating with school officers, teachers and friends of educational improvement in different sections of the state, and as an important auxiliary in the discharge of his official duties. He pledges himself to conduct the Journal, should his health be spared, through this and the year following, to the close of Volume VI., on the fol-

lowing assurances and terms.

The Journal will be the repository of all documents of a permanent value, relating to the history, condition and improvement of public schools, and other means of popular education in the state. It will contain the laws of the state, relating to schools, with such forms and explanations as may be necessary to secure uniformity and efficiency in their administration. It will contain suggestions and improved plans for the repairs, construction and internal arrangement of School-houses. It will aim to form, encourage and bring forward good teachers; and to enlist the active and intelligent cooperation of parents, with teachers and committees in the management and instruction of schools. It will give notice of all local and general meetings of associations relating to public schools, and publish any communications respecting their proceedings. It will give information of what is doing in other states and countries, with regard to popular education, and in every way help keep alive a spirit of efficient and prudent action in behalf of the physical, intellectual and moral improvement of the rising and all future generations in the State.

It remains to be seen, whether out of the three or four thousand teachers engaged in public and private schools,-the seven or eight thousand officers entrusted with the administration of the common school system,—the parents of the ninety-two thousand children, a large majority of whom are dependent on the common schools for all the elementary instruction they will receive, -in fine, out of all the professed friends of education, and of the Connecticut school system, a sufficient number can be found to defray the expenses of a Journal devoted exclusively to the promotion of these great inter-

HENRY BARNARD.

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HARTFORD, September 15, 1851.

VOLUME V. will consist of four numbers, to be issued in the months of September, October, November and December, with a title page, table of contents, and index, occupying at least one hundred and twenty-four pages. numbers will be sent the Fifth and Sixth Annual Reports of the Superintendent of Common Schools, and the "Practical Illustrations of the Principles of School Architecture," making with the four numbers, a volume of 600 pages. Price of volume, fifty cents. The price of Volume VI. will be one dollar.

STATE TEACHERS' ASSOCIATION.

The following Preamble and Constitution were adopted at a Convention of Teachers from all parts of the State, held at West Meriden, April 7th, 1846.

PREAMBLE.

We, the undersigned Teachers, have formed ourselves into a Society for mutual improvement.

CONSTITUTION.

ARTICLE 1. The Society shall be called the Teachers' Association of the State of Connecticut. Its objects are the mutual improvement of its members, and the elevation of the character of our schools.

ARTICLE 2. The Officers of this Association shall consist of a President, eight Vice Presidents, a Recording Secretary, Corresponding Secretary, Treasurer and an Examining Committee of five, who shall be elected at the Annual Meeting, and hold office until others are chosen. The officers shall constitute a Board of Directors.

ARTICLE 3. It shall be the duty of the President to preside at all meetings of the Association, and to examine and announce the result of all votes given by ballot or otherwise.

ARTICLE 4. It shall be the duty of the Vice Presidents to perform the duties of the President in his absence, taking precedence according to their order in election.

ARTICLE 5. It shall be the duty of the Recording Secretary to keep a record of the proceedings of the Association, and assist the President in examining all ballot votes.

ARTICLE 6. It shall be the duty of the Corresponding Secretary to conduct the correspondence of the Association, and keep a file of all communications

ARTICLE 7. It shall be the duty of the Treasurer to receive the funds of the Association, and disburse the same according to the direction of the Board of Directors.

ARTICLE 8. It shall be the duty of the Examining Committee to examine all applicants, and grant certificates of recommendation to such as prove themselves qualified for the Teacher's Profession.

ARTICLE 9. It shall be the duty of the Board of Directors to devise and recommend measures of improvement; to make arrangement for all the meetings of the Association, and to call special meetings when they shall think proper.

ARTICLE 10. Any Teacher in the State may become a member of this Association by a vote of two-thirds of the members present, and signing this Constitution; and active friends of education may be admitted as honorary members.

ARTICLE 11. The expenses of this Association shall be defrayed either by a

collection or tax at the Annual Meeting, as a majority shall direct.

ARTICLE 12. The Annual Meeting of the Association shall be held at such place as may be appointed by the Association or Board of Directors.

ARTICLE 13. This Constitution may be altered or amended, by a vote of twothirds of the members present at any Annua! Meeting; provided the motion has been presented to the Association in writing, at some previous meeting.

The Association was organized by the appointment of the following officers, viz:

President.

REV. MERRIL RICHARDSON, of Durham.

Vice Presidents.

STORRS HALL,	Norwalk.
S. A. THOMAS,	New Haven.
J. D. Gippings.	Hartford.

S. CHASE, Middletown.

—. Pettis, Norwich.

N. P. Barrow, Mansfield.

MILES GRANT, Winsted.

-. Robbins, South Woodstock.

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Recording Secretary-DAVDI N. CAMP, West Meriden.

Corresponding Secretary-R. B. Bull, Essex.

Treasurer-DAVID N. CAMP.

The First Annual Meeting was held at New Haven, August 16, 1848—at which meeting, addresses were delivered by Rev. Mr. Richardson, Storrs Hall and D. N. Camp.

The Second Annual Meeting was held at Hartford, in December, 1849; and the Third at Wallingford, on 9th of October, 1850.

The following officers were chosen in 1850, and constitute the present Board.

President.

Hon. HENRY BARNARD, Hartford.

Vice Presidents.

, , , , ,
Rev. T. D. P. STONE, New Britain.
S. A. THOMAS, New Haven.
STORRE HALL Norwalk.

F. C. Brownwell, East Haddam. Edwin Talcott, Coventry. E. T. Fitch, S. Windham.

B. F. HILLIARD, New-London. George Sherwood, New Milford.

Recording Secretary—D. N. Camp, New Britain.

Treasurer-

44 44 44

Corresponding Secretary-E. S. CORNWALL.

The Association held a meeting at New Britain, on the 20th of April, 1851, at which reports were made by delegates from different counties on the condition and progress of education in the several school societies of the State.

ANNUAL MEETING FOR 1851.

In pursuance of notice, the Annual Meeting of the State Teachers' Association, was held at New Britain on Monday, September 29th, at 2 P. M.—the President in the Chair.

After reading the records of the Secretary for the year preceding, a committee consisting of Rev. T. D. P. Stone, Rev. E. B. Huntington, and D. N. Camp, was appointed, to prepare and bring forward business for the meeting.

The President delivered an Introductory Address on the Life, Character and Educational Services of Rev. Thomas H. Gallaudet, LL. D.

On motion of Rev. E. B. Huntington, and after remarks by the mover, Prof. Camp and Rev. Mr. Stone, it was unanimously

Resolved, That this Association appreciate the reminiscences furnished by our President of the Life and Educational Services of Rev. T. H. Gallaudet, and that we will make them an element of encouragement and instruction to ourselves in our future labor.

Resolved, That the President of the Association be requested to furnish a copy of his Introductory Address, for publication by the Association, under the direction of the Secretary.

On the recommendation of the Business Committee,

Resolved, 1. The choice of officers be deferred till after a series of adjourned meetings shall be held in different sections of the State.

2. That when this meeting adjourn, it adjourn to meet at Stafford, on Tuesday, October 7th, at 7 o'clock, P. M., and from that place to New Preston, on Friday, October 10th, at 4, P. M., and afterwards successively in each county of the State, during the session of the Teachers' Institute for such county, and that Messrs. Huntington and Camp be a Committee to provide at least one lecture for each adjourned meeting.

3. That a tax of one dollar be laid on each member of the Asso-

4. That more strenuous and widely extended efforts be put forth by teachers and friends of education, to make this Association more useful in improving the common schools of the State.

On the last resolution, animated addresses were made by the President, Prof. Camp, Rev. T. D. P. Stone, Rev. E. B. Huntington, and others.

The President announced his intention to commence a new series of the Connecticut Common School Journal, and would set forth the plan at length, at the series of the adjourned meetings, at which time, he should commend the publication to the patronage of the teachers

At the evening session, Prof. Collins Stone, of the American

Asylum for the Deaf and Dumb, delivered a lecture on "Some of the best methods of educating dull and stupid pupils, or of awakening the dormant faculties of the mind."

After the address of Prof. Stone, reports were called for respecting the state of Education in the several counties, and were made by Messrs. Barnard, H. S. Ramsdell of Thompson, E. S. Williams of Deep River, Prof. Camp, W. S. Baker of Hartford, and others.

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During the evening, the choir of the South Congregational Church, performed several pieces very acceptably.

The Association adjourned to meet as follows:

At	Stafford, (Furnace Village,)	Tuesday	evening,	October	7.	
	New Preston,	Friday	"	66	10.	
	Colchester,	Tuesday	**	**	13.	
	Naugatuck,	Friday	66	66	17.	
	Essex,	Tuesday	"	•6	21.	
	Norwalk,	Thursday	66	66	25.	
	Glastenbury,	Monday	**	**	27.	
	Ashford,	Thursday	66	66	30.	

The Adjourned Annual Meeting was addressed

At	Stafford,	by	Messrs.	Barnard, Camp and Baker.
	New Preston,	by	Messrs.	Barnard and Stone.
	Colchester,	by	Messrs.	Barnard, Stone and Brownell.
	Naugatuck,	by	Messrs.	Barnard, Olmsted and Camp.
	Essex,	by	Messrs.	Barnard, Camp and Baker.
	Norwalk,	-		Barnard, Olmsted and Stone.
	Glastenbury,	by	Messrs.	Barnard, Smith, Davis and Baker.
	Ashford,	by	Messrs.	Camp and Baker.

The meeting now stands adjourned to meet at New Britain, in the Normal Hall, on Tuesday evening, Dec. 2, 1851.

SKETCHES OF LECTURES AND REMARKS AT THE ANNUAL MEETING OF THE STATE TEACHERS' ASSOCIATION, FOR 1851.

The following sketches have been written out by different persons from memoranda taken at the time, or furnished by the speakers. They do not include all the speakers, or aim to give in most cases any thing beyond the leading topics of the addresses reported.

INTRODUCTORY ADDRESS AT NEW BRITAIN, SEPT. 29, 1851.

The President, in introducing the exercises of the occasion, remarked, that he should speak this afternoon out of the abundance of the heart, in paying a passing tribute of affection, gratitude and respect to the memory of the Rev. Thomas Hopkins Gallaudet. This excellent man, this wise educator, this preëminently successful teacher in a new and difficult department of human culture, this early and constant friend of the teacher in every grade of school, this untiring laborer in every department of philanthropy, this Christian gentleman,-it has pleased Almighty God, within the past few weeks, to remove by death from amongst us,-from his family, where he had garnered up his heart's best affections of an earthly sort,-from the public charities in whose behalf he had spent so large a portion of his life,—from the cause of Christian education in which he had labored for more than forty years,—from his daily circuit of neighborly and benevolent labors, in which his blessing fell on all around him like the dews of heaven. It is most appropriate that the teachers of Connecticut, and especially all of us, who are in any way connected with the State Normal School, should, at our first public gathering since his death, mark this afflictive dispensation of Providence by a grateful recognition of his services to us and to our cause, and draw from his life and character some lessons to guide and cheer us in our future labors. Mr. Gallaudet, was not only the founder of an Institution and an improver of methods for the education of a most unfortunate class of children and youth, and thereby ranked himself among the few great benefactors of the race-but as much as any one man he is entitled to the credit of having early drawn the attention of individual educators, and of statesmen in this country, to the necessity of providing for the professional training of all teachers, and has thereby done much to improve all the methods of teaching in schools of every grade, and thus of advancing the standard of education of all children and youth of all classes in our whole country. More than any other man he is the father of the Normal School of Connecticut; -a quarter of a century since he advocated its establishment by voice and pen,-one year ago he had the happiness of welcoming the first class of pupil-teachers to this institution and took part in their instruction-and to-morrow he was to have graced the exercises of our first graduating class by an address before one of the literary societies which bears his name. But the cause and the places which once knew him will know him in person

no more forever—although they will ever be associated in our hearts with precious recollections of his gentle and beneficent labors. The heavens are yet bright with his departing footsteps.

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"Encircled by his family,
Watched by affection's gentle eye,
So soft and kind,—
His soul to Him who gave it rose:
God lead it to its long repose,
Its glorious rest!
And, though that Christian's sun has set,
Its light shall linger round us yet,
Bright, radiant, blest."

The speaker then alluded in an affecting manner to his own personal and official bereavement, in the death of one, whose intimate and almost parental council he had so long had the happiness and advantage of enjoying, and whose cordial cooperation in his official labors he has received from his earliest connection with the cause of school improvement in this State. When at the May Session of the General Assembly, 1838, he (Mr. B.) devoted himself to maturing some legislation for arousing public attention to the condition of the common schools, and plans for their improvement, Mr. Gallaudet was amongst the first of the teachers and educators of the State, whom he had consulted, and was the only person he had in view to fill the office of Secretary of the Board of School Commissioners created by the "Act to provide for the better supervision of common schools." Mr. Gallaudet advocated the passage of that Act before the "Joint Standing Committee on Education," to whom the whole subject was referred, and of which Hon. J. A. Rockwell was chairman on the part of the Senate. The Bill as recommended by the committee passed into an Act by the unanimous vote of the Senate, and with but one dissenting voice in the House. At the first meeting of the Board, the office of Secretary, the executive and only salaried officer created by the Act, was tendered by the unanimous vote of the Board, to Mr. Gallaudet. The appointment was declined,-mainly because the compensation allowed by law was not sufficient to meet the expenses of his family-and because, at his time of life, he could not perform the amount of physical and mental labor which the plan of operation seemed to contemplate. To meet the first objection, one member of the Board pledged himself by his own and other subscriptions, to double the sum paid by the State, and to continue the same for three years though the Legislature should abandon the policy. To meet the second objection, individuals offered to assist by pen and voice in carrying out such plans as he should devise. On his continued refusal to accept, and at his suggestion, and urgent appeal, and the urgent and unanimous vote of the Board, the office was tendered to the individual who is now addressing you-and it has ever been a matter of deep regret, that Mr. Gallaudet could not have been prevailed on at that time to have entered this field of labor, from a belief that his reputation as a teacher and educator, his cautious temperament, his personal acquaintance in the State, and his wise counsel and prudent action would have won all hearts to the new enterprise and saved it from the temporary delays and overthrow which it was destined to encounter. Whatever may have been the result of the plan in his hands and under his guidance, the speaker can never forget his kind, urgent, and continued efforts to induce him to abandon a profession, for which an assiduous and costly preparation had been made, for a field of labor, in which, to use his own words, "you will encounter much apathy, much misapprehension of your views and motives, and possibly much personal abuse, and for which your principal reward must be found in the consciousness that you are engaged in a good and noble work, and that you have the best wishes of every true friend of the State and lover of his race. Endure to the end-and still labor on, full of hope and manly trust, and you, or those who follow you, will witness the successful issue." It is to me a source of unmingled satisfaction, that all my plans for the improvement of schools in Connecticut, received the approbation of Mr. Gallaudet, and that during my early labors in this field, I was accompanied by him in my visits to different sections of the State.

The speaker then gave a rapid sketch of the principal events in Mr. Gallaudet's life, and particularly of his early connection with the cause of deaf-mute instruction, and of Christian Education. Mr. G. was born in Philadelphia on the 10th of December, 1787, but his father removed to Hartford soon after the birth of this child, where the son continued afterwards to reside. His father was a descendant of a Huguenot family which fled from France on the revocation of the edict of Nantz. His mother was a daughter of Capt. Thomas Hopkins of Hartford. He entered Yale College at the age of fourteen—and graduated with high reputation for scholarship, especially in mathematics and English literature, in 1805, and was connected with the same institution as tutor from 1807 to 1810. He pursued his theological studies at Andover, and was ready to enter the service of the church as a Christian minister, when he became

interested in the case of an interesting child of Dr. Cogswell of Hartford, whose sense of hearing had become obliterated by a severe fit of sickness. The speaker here read some interesting extracts from the private Journal of Mr. Gallaudet, giving the various steps which led finally to the permanent establishment of the American Asylum for the Deaf and Dumb, and through that, of eleven other institutions of the same character in the United States, through which more than one thousand of this unfortunate class are annually enjoying the advantages of physical, intellectual, religious and industrial training—most of whom, but for these advantages would sit in the shadow of the valley of death.

Mr. Gallaudet resigned his situation as Principal of the Hartford institution on account of impaired health. From that time he engaged in the preparation of a series of books for children, which are among the most valuable contributions yet made to the juvenile literature of the language. In 1835 he was for a short period connected with the instruction of the Hartford Female Seminary. In 1838 he was appointed Chaplain in the Connecticut Retreat for the Insane, and at the same time performed religious services regularly in the morning, in the Hartford County Prison. As Chaplain of the Retreat,-in his daily intercourse with its inmates,-in imparting religious instruction and consolation, he exhibited wonderful tact, and proved a most valuable auxiliary in the beneficent work of that institution. How vividly did his mode of conversing with the insane, of arousing their attention and of dispelling their gloomy and distorted imaginings, bring back the image of that gifted man, the first physician of the Retreat, the late lamented Dr. Eli Todd! How beautifully did the labors of both realize the language in which Whittier pictures out the true secret of success in dealing with the unfortunate victims of mental disease.

"Gentle as Angels' ministry
The guiding hand of love should be,
Which seeks again those chords to bind
Which human woe hath rent apart,—
To heal again the wounded mind
And bind anew the broken heart.
The hand which turns to harmony
The cunning harp whose strings are riven,
Must move as light and quietly
As that meek breath of summer heaven
Which woke of old its melody;
And kindness to the dim of soul,

Mr. Barnard's Address.

Whilst aught of rude and stern control
The clouded heart can deeply feel,
Is welcome as the odors fanned
From some unseen and flowery land
Around the weary seaman's keel!"

These same attractive traits of mind and heart were strikingly exhibited in his religious exercises of the County Prison, and in his personal intercourse with the criminals—on whom his mild rebuke and his earnest invitation to a better life fell with a power for good which the stern severity of penal justice could not always accomplish.

The speaker dwelt particularly on Mr. Gallaudet's character and services as an educator—as a teacher in Yale College, the Asylum for Deaf and Dumb, in the Hartford Female Seminary and in his own family school, as author of text books and books for children, and as the early, persevering, efficient advocate, with his pen and his voice, of the professional training of teachers and the progressive improvement of common schools and all the means of popular education. In these various ways he had by his eminent ability and success, ranked himself among the few founders of institutions and methods by which successive generations are blessed, and for which the world will hold his name in everlasting remembrance.

"Such dead are like the stars by day,
Withdrawn from mortal eye,
But not extinct, they hold their way
In glory through the sky."

But there is another field—in which the practical benevolence of Mr. Gallaudet was constantly and most attractively displayed, and in which we may all emulate his example,—I mean in the daily, hourly services of good neighborhood and Christian duty,—in the kind word fitly spoken in season of distress,—in taking care of the fatherless, and in cheering the widow left without any visible means of support,—in wise counsel to the young, deprived of a father's overshadowing love,—in a book lent or given to the young apprentice,—in talking by the wayside with the laborer,—in helping to a knowledge of our language the foreigners who had recently landed on our shores, directing them to situations in which they could earn a livelihood for themselves and families,—in encouraging the desponding, and confirming the doubtful brother or sister in any enterprise of benevolence—and giving his time and thoughts in maturing and bring-

ing before the public any enterprise which aimed to elevate, bless and purify society. How beautifully did he in all these things realize the ideal of the Christian as sketched by St. James—

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"Pure religion and undefiled before God and the Father is this to visit the fatherless and the widow in their affliction, and to keep himself unspotted from the world."

In these various ways,

"The blessings of his quiet life
Fell on us like the dew;
And good thoughts, where his footsteps pressed,
fairy blossoms grew.

Sweet promptings unto kindest deeds Were in his very look: We read his face, as one who reads A true and holy book.

Alone unto our Father's will
One thought hath reconciled;
That He whose love exceedeth ours
Hath taken home His child.

Fold him, Oh Father! in thine arms, And let him henceforth be A messenger of love between Our human hearts and Thee.

Still let his mild rebuking stand
Between us and the wrong,
And let his dear memory serve to make
Our faith in Goodness strong."

'It may not be the lot of any who hear me to pursue the same walk of professional labor,—it may not be the privilege of any of us to open up new avenues of knowledge to those who in the providence of God, are deprived of all or either of the senses, through which the soul holds intercourse with the outer world,—but if we look round in the streets, or neighborhood where we dwell,—if we will open our ears and our hearts in our daily walks,—we shall not fail to find, as he always found, neglected, or misguided children who are as truly shut out from innocent pleasures, from all the delights and rewards of virtue, as are the deaf from the voice of men, or the blind from the light of day.

It may not be our privilege—and if it were, we may not have the admirable tact to succeed as he did—to retune the harp of a thou-

sand strings which misfortune, or criminality, or the transmitted consequences of the sins of vicious parents, may have shattered—to bind up the broken heart—to pour consolations into the torn bosom of the friends and relations of the insane—but we may, if we will follow his example, help to rear up a generation of youth having sound minds, in sound bodies, which will thus be better prepared to withstand the shock of sickness and misfortune, and even counteract the inherited tendencies to nervous and mental disease.

We may not be called to go into the prison to preach spiritual deliverance to the captive,—to reclaim the wandering lambs of society back to the fold of the family and the church,—and to temper the severity of penal justice with the accents of heavenly mercy,—but we may, by our fidelity as teachers, educators and school officers set the feet of the young in the way they should go, so that when they are old, they shall not depart therefrom, nor be doomed to wear out a weary and guilty life in the felon's cell, or atone for manifold and heinous crimes against society on the ignominious scaffold. In this field of educational and of benevolent labor, and especially in the neglected quarter of common schools we may all find some allotment, larger or smaller, on which we may expend our best thoughts and our most assiduous efforts.

The cause of true education, of the complete education of every human being, without regard to the accidents of birth or fortune, is worthy of the concentration of all our powers, and, if need be, of any sacrifice of time, money and labor, we may be called upon to make in its behalf. Ever since the Great Teacher condescended to dwell among men, the progress of this cause has been upward and onward, and its final triumph has been longed for and prayed for, and believed in, by every lover of his race. And although there is much that is dark and despairing in the past and present condition of society, yet when we study the nature of education, and the necessity and capabilities of improvement all around us, with the sure word of prophecy in our hands, and with the evidence of what has already been accomplished, the future rises bright and glorious before us, and on its forehead is the morning star, the herald of a better day than has yet dawned upon our world.

In this sublime possibility—nay in the sure word of God, let us, n our hours of doubt and despondency, reassure our hope, strengthen our faith, and confirm the unconquerable will. The cause of education cannot fail, unless all the laws which have heretofore governed the progress of society shall cease to operate, and Chris-

tianity shall prove to be a fable and liberty a dream. May we all hasten on its final triumph by following the example of the Great Teacher in doing good according to our means and opportunity, and may each strive to deserve at the end of life the epitaph of our departed brother "in whose death mankind lost a friend, and no man got rid of an enemy."

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MONDAY EVENING.

Prof. Collins Stone, of the Deaf and Dumb Asylum, Hartford, addressed the Association on "the best method of reaching and developing minds which are at a low stage of intelligence."

Such minds, he remarked, fall under the charge of every one who engages practically in the business of instruction. The child whose mind is dull and inactive, from whatever cause, so far from being passed by and neglected, has for this very reason a stronger claim upon the sympathy and aid of the teacher, than his more fortunate companions. These are the cases which bring out the skill and ingenuity of the teacher, and give him a discipline which is indispensable to the highest success in his profession. To wake up a dormant mind, to bring it forth to a consciousness of its powers, and start it on a course of interested self-improvement, demands a degree of talent, a knowledge of mental phenomena and the first principles of science, a tact and skill, which but few other labors call into exercise. The more degraded and weak the mind, the more difficult is the work of its elevation. In prosecuting this labor, the teacher must.

I. Be careful to start entirely on a level with the comprehension of the pupil. The language of text books, often vague and obscure, will be of little help to the teacher. He must go back to the first and simplest elements of science, and present them in the simplest way. He may not raise the prize above the head of the pupil, to excite his ambition, and lead him to make greater effort. The cultivation of a dull, stupid intellect cannot be commenced with principles too simple, easy, or self-evident.

II. Beware of generalizing. Every general proposition is made up of a collection of particulars, and can only be understood by a knowledge of these particulars and their exceptions. Weak minds cannot comprehend a number of particulars. General propositions have little meaning to them. A large amount of instruction is lost in all our schools, by being clothed in indefinite and general terms.

III. Study variety. Change is the law of endurance both in muscular and mental action. The mind is soon wearied by viewing the same fact in the same dress, and the weaker it is, the more imperious is its demand for that relief which variety affords. A mountain ramble is far more agreeable than a walk on a tread-mill, yet the most prominent difference in the two modes of exercise, is the variety they respectively present.

IV. Teach but one thing at a time. It will be sufficiently difficult to fix the eye of a dull mind on one point, long and closely enough to comprehend it. Even a philosophical mind can only conquer difficulties, by encountering them singly; it is thus enabled to classify and arrange the facts it meets, and locate each amid its proper associations. A student will make little progress in acquiring the construction of a language if you give him a dozen new idioms in the same sentence. You would question the skill of the cook, who should mix the varieties which are to compose the meal, in one dish; yet the effect upon the appetite would be like that which a similar process on the part of the teacher has upon the mind.

V. Clothe the subject of instruction with familiar and entertaining illustration. The difference to a child's mind, between simply stating a truth, and developing it by opposite illustration, is more than the difference between the rough outline on the canvas and the finished painting, or between the shapeless block and the breathing beauty of the statue. Illustration is to truth, what the workman's tool is to the rude substances of nature; it shows, and in some instances, creates its value. What is illustrating a truth, but throwing light upon it;—illuminating it.

VI. Labor with patience:—in this field, patience is a quality absolutely indispensable to success. No one whose spirit is not well disciplined to this divine virtue, should ever be a teacher of youth. In many cases especially, where the intellect is weak, the sensibilities are keenly alive to the fact, and the most delicate and considerate management is requisite to avoid wounding feelings that are morbidly sensitive to their misfortune. A teacher, who by a careless or impatient spirit, could inflict pains upon such a mind, and throw over it the pall of mortification and discouragement, is utterly unworthy of his profession: he is, in truth, a Vandal, crushing by his brutality and barbarism, the most refined and sacred feelings of the human soul.

VII. Work with hope. The choicest spirits on earth are toiling in this field. Success will crown the efforts of every faithful and

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persevering laborer; and no richer reward than this can be desired; for to be instrumental in raising a mind which is groping in darkness and ignorance, to the joys of a rational and intelligent soul, is the most godlike work that a creature of God is ever permitted to perform.

ADJOURNED ANNUAL MEETING AT STAFFORD, Tuesday Oct. 7.

The President of the State Association and Superintendent of Common Schools, in an address, which occupied in its delivery two hours, set forth some of the ways in which Teachers' Associations and Institutes might advance the improvement of public or common schools in this State-first and mainly by improving the professional knowledge and skill of teachers, and secondly by general discussion before such audiences as this, composed of teachers, school officers, parents, children, and citizens generally, of all the great topics of school organization, administration, instruction and discipline. Even the occasional meetings of teachers of a town, county, or State, for an evening or a day, for the purpose of listening to practical lectures and discussions, or what in most cases would be better, of holding familiar conversation together, on the duties and responsibilities of the profession or the condition of their own schools, on topics connected with the arrangement of schools, and methods of instruction and government now practiced by them, or recommended in educational periodicals or treatises-would accomplish much good. But if in addition to these short and occasional meetings, a more systematic plan of operations can be realized under the organization of what is now known as a Teachers' Institute—by which young and in experienced teachers can have an opportunity to review the studies they are to teach, and to witness and to some extent practice the best methods of arranging and conducting the classes of a school, as well as of obtaining the matured views of the best teachers and educators on all the great topics of education—the good done will be far greater in amount, and far more permanent and progressive. The attainments of solitary reading and reflection will be quickened by the action of living mind. The acquisition of one will be tested by the experience and criticism of many others. New advances in any direction by one teacher will become generally known, and be made the common property of the profession. Old and defective methods will be held up, exposed, and corrected, while valuable hints will be followed out and proved. The tendency to a dogmatical tone and spirit, to one-sided and narrow views, to a dull uniformity and monotony of ideas, manner, and character, to which most professional teachers are exposed, will be withstood and obviated. The sympathies of a common pursuit, the interchange of ideas, the discussion of topics which concern their common advancement, the necessity of extending their reading and inquiries, and of cultivating the power and habit of written and oral expression-all these things will make teachers known to each other, will attach them more and more to each other, and to their common profession, and while they will elevate their individual attainments, characters and practical skill, will at the same time advance the social and pecuniary estimate in which the profession will be held by the whole community. These are no fancy pictures—they are facts in the history of education, and they have already been realized to some extent in the history of Teachers' Institutes and Associations in this State. So far as this country is concerned, these agencies of professional improvement originated here in Connecticut. The first Teachers' Convention of which we have any printed documents, was established in Middletown before the beginning of the present century. One of the earliest, if not the earliest school convention, was held in the adjoining county of Windham in 1827, under the suggestion of Rev. S. J. May, then a settled clergyman in Brooklyn. One of the first State Conventions of Teachers ever held in this country, was held at Hartford in 1830, of which the venerable Noah Webster, was President, and before which Rev. Dr. Humphrey, an old teacher in the common schools of Connecticut, delivered a powerful discourse on the operation of our School Fund on the school habits of the people. The first-at least one of the first Temporary Normal classes, or Teachers' Institutes, was held in Hartford in the autumn of 1839. This new agency of professional training was first tried in New York, about the same time by J. Orville Taylor, and in 1842 by Prof. Sweet, and by Mr. Denman, Town and others.

In 1844 the first Institute was held in Ohio, on the suggestion of a Connecticut educator, and the funds were mainly contributed by two Connecticut men. In 1845, Rhode Island and Massachusetts made trial of the new enterprise—and have ever since made it a part of their educational machinery. Maine, and New Hampshire followed soon after—and now the Teachers' Institute or Normal class is generally regarded in all the Eastern and Western States, among the most valuable agencies in the work of school improvement. Everywhere they have gone hand in hand with the organization of

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Teachers' Associations-and now in New York, Massachusetts, Ohio, Rhode Island, and other States, there are organized bodies of these teachers of a county or State zealously engaged in raising higher and higher the standard of professional character, and helping on in various ways the advancement of education. The speaker then proceeded to caution teachers against considering this Institute, or the occasional meetings of a Teachers' Association, as a substitute for thorough study and practical training, or as an easy and short process for transforming the results of long and successful experience of one teacher into the head and the practice of a young and heedless one. The Institute has its appropriate place among a system of means for improving the qualifications of teachers, by exciting a spirit of study and enquiry, rubbing down rough points of manner and character in the collision of mind with mind, exemplifying good methods, and developing and cultivating a spirit of professional sympathy. But neither an Institute or an Association can become a substitute for a Normal School-or dispense with thorough study, and careful improvement of every opportunity of reading, observation and practice.

The speaker then entered on the discussion of several topics, on which teachers, school officers and parents ought to hold well considered opinions, such as school attendance, the classification of scholars and schools, the course of instruction adapted to schools in the country, and to those in a city or large village, the appropriate office of text books and how far a uniformity in the same was serviceable and practicable, the uses of apparatus, the supervision of schools by a town and county officer, and the liberal support of schools by property taxation and parental contribution, in addition to and in connection with the avails of public funds.

NATURE OF EDUCATION.

Prof. Camp. The question has been asked what is the object of this Association? We reply, the advancement of the cause of education and the improvement of our Common Schools: we are then asked "what do you mean by Education?" We reply the Physical, Intellectual and Moral training of man.

1st. The Physical. All know that the mind and body are connected in their operations here. If one suffer, the other is also affected. Physical education is especially necessary in a country

like ours, where a young man is expected to carve out his own way to fortune and fame.

2d. Intellectual culture. The speaker then proceeded to point out the errors observable in much of our school training, and explained the elements of right culture.

3d. Moral Training. A man may be strong physically, and possess a large amount of knowledge of facts and yet not be a benefit to community, or a blessing to the world. Moral education should commence early. It should be continued with every day's lessons, trials and experiences.

The formation of Teachers' Associations, will afford an opportunity for discussing topics relating to each branch of education, and teachers will thus be better prepared for their duties.

Mr. William S. Baker. In addition to remarks addressed particularly to teachers on modes of teaching the alphabet, the significance and analysis of language, and the applications of arithmetic to the every day business of the farmer and mechanic, with illustrations on the blackboard. Mr. Baker dwelt on the necessity of awakening in the community at large, more just and liberal views on the whole subject of common schools. We must measure our expenditures by the greatness of the objects to be secured, and not dwarf our schools to the low standard of our present expenditures. Disguise or deny the truth as we may, we do not act in this matter with as . much liberality as the good of our schools require, or as the other New England States. Our districts are all on a short allowance, and the great effort on their part is by changing from male to female teachers, and from one young and inexperienced teacher to another, and by the aid of long vacations, to make the public money keep up at least the appearance of schools. What are the facts on this point? Each district receiving from the State and town funds from \$1.75 to \$2 for each person between the ages of four and sixteen—and the average number of persons of this description in each district, according to the Report of the Superintendent for 1850 is fifty-four, while there are over 1000 districts which receive less than \$80.

Now what will eighty dollars do towards employing a good teacher, male, or female for eight or ten months in the year? By compelling the teacher to "board round," and employing a female teacher for \$1.20 per week for some eight or ten weeks in the summer, and assessing a small rate bill on the parents of children to pay for fuel and incidentals, a majority of our districts eke out a four mont's school by paying the male teachers from fourteen to eighteen dollars

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a month. When such teachers acquire experience, they are not content to receive this compensation, and even this, only for four or five months in the year, and so they leave the State, or abandon the profession, for some State, or position which will pay better. Now the average amount raised by tax on property (not derived from State or town funds) in Massachusetts in 1850 was \$4.52 for every person between the age of five and fifteen. It cannot be supposed, that a Connecticut school district, with all our proverbial economy, can make \$2.00 go as far in paying teachers of the same qualifications, as a Massachusetts district can do with \$4.52. If we mean to place our schools on the right basis, we must raise more money, and the speaker can see no way so just and reliable, as by a tax on property. This was not found to be burdensome in Connecticut prior to 1800, nor even so late as in 1821-nor is it found to be intolerable now in every other New England State. Every town in Vermont, and New Hampshire must raise by tax at least \$1.00 for every child of the proper school age, and does voluntarily raise a much larger amount.

In Maine each town is required to raise, by an assessment on the property of the town, a school tax equal to forty cents for each inhabitant, or ninety-seven cents for each person between the ages of four and twenty-one. The amount actually raised by tax in 1850 was \$1.15 for each person of the above age in addition to 20 cents derived from State and local funds. This is nearly equal to the sum derived in this State from our school funds-and yet a proposition to raise half that sum by tax in Connecticut would frighten the people out " of their propriety," although the valuation of property in Connecticut to each inhabitant is higher than in Maine. As has already been stated, the school law of Massachusetts is more exacting than that of Maine. By law every town in Massachusetts must raise by tax a sum equal to \$1.50 for each person between the ages of five and fifteen; In 1850 every town did raise over \$1.43, and all but twenty-three towns raised over \$2.00. Sixteen towns raised over \$6; thirty towns raised over \$5; sixty-four towns raised over \$4; one hundred and sixty-one towns raised over \$3; and two hundred and ninety-two towns raised over \$2, by direct tax-while the average in all the towns exceeds \$4.50, for each child, and what evidence is there that Massachusetts is impoverished by this liberal expenditure for school purposes? Even our little neighbor on the East-Rhode Island-while there is paid annually out of the State Treasury the sum of \$35.000 (or more than \$1.00 for each person between five and fifteen in the State,) the town must raise at least one third as much more, and practically does raise twice as much more. Let Connecticut add to the sum received from the State and town funds, one half as much more, and it will give a powerful impulse to our schools.

ADJOURNED ANNUAL MEETING AT NEW PRESTON, FRIDAY, Oct. 10th.

The President opened the meeting with a brief explanation of the objects of the Association, and then proceeded to speak of the modifications required in our system of school organization and administration by the peculiar circumstances of the population-whether in the city, or in the country-and urged on teachers the importance of availing themselves of the peculiar advantages of the country in the instruction of their schools, and of converting the disadvantages of distance into positive helps. The School Society, in which we are assembled is a beautiful and striking illustration of what our agricultural people can do, under many disadvantages, to cultivate the minds and souls of the children and youth, and to send out a race of men to achieve for themselves wealth, and distinction, and reflect a true glory on the rugged homesteads where their childhood and youth were nurtured. New Preston enjoys a wide, and will enjoy a still wider celebrity for the number of eminently useful, and in some departments of efforts, eminently distinguished men, whose birth-place was on those rugged hill-sides, and whose bodily energy, and whose freshness and force of mind were secured by the pure air, the rough exposure, the healthy sports and laborious toil of their country life. Bred as boys were, and still are in these agricultural homes, they can endure longest the wear and tear of hard study; and in the calmness and seclusion of their outward life, they can acquire that habit of reflection which appropriates knowledge into the very substance of the mind. There is also a freshness of imagination,-nurtured by wandering over mountain and valley, and looking at all things whether fixed like the everlasting hills, or growing and waving, like the forests which diversify their sides, or giving out music and life like the streams which leap down and between,which untired in its wing takes long and delightful flights. There is ardor and eagerness after eminence, which gathers strength like a long pent fire, and breaks out with greater energy where it has room

a month. When such teachers acquire experience, they are not content to receive this compensation, and even this, only for four or five months in the year, and so they leave the State, or abandon the profession, for some State, or position which will pay better. Now the average amount raised by tax on property (not derived from State or town funds) in Massachusetts in 1850 was \$4.52 for every person between the age of five and fifteen. It cannot be supposed, that a Connecticut school district, with all our proverbial economy, can make \$2.00 go as far in paying teachers of the same qualifications, as a Massachusetts district can do with \$4.52. If we mean to place our schools on the right basis, we must raise more money, and the speaker can see no way so just and reliable, as by a tax on property. This was not found to be burdensome in Connecticut prior to 1800, nor even so late as in 1821-nor is it found to be intolerable now in every other New England State. Every town in Vermont, and New Hampshire must raise by tax at least \$1.00 for every child of the proper school age, and does voluntarily raise a much larger amount.

In Maine each town is required to raise, by an assessment on the property of the town, a school tax equal to forty cents for each inhabitant, or ninety-seven cents for each person between the ages of four and twenty-one. The amount actually raised by tax in 1850 was \$1.15 for each person of the above age in addition to 20 cents derived from State and local funds. This is nearly equal to the sum derived in this State from our school funds-and yet a proposition to raise half that sum by tax in Connecticut would frighten the people out " of their propriety," although the valuation of property in Connecticut to each inhabitant is higher than in Maine. As has already been stated, the school law of Massachusetts is more exacting than that of Maine. By law every town in Massachusetts must raise by tax a sum equal to \$1.50 for each person between the ages of five and fifteen; In 1850 every town did raise over \$1.43, and all but twenty-three towns raised over \$2.00. Sixteen towns raised over \$6; thirty towns raised over \$5; sixty-four towns raised over \$4; one hundred and sixty-one towns raised over \$3; and two hundred and ninety-two towns raised over \$2, by direct tax-while the average in all the towns exceeds \$4.50, for each child, and what evidence is there that Massachusetts is impoverished by this liberal expenditure for school purposes? Even our little neighbor on the East-Rhode Island-while there is paid annually out of the State Treasury the sum of \$35.000 (or more than \$1.00 for each person between five and fifteen in the State,) the town must raise at least one third as much more, and practically does raise twice as much more. Let Connecticut add to the sum received from the State and town funds, one half as much more, and it will give a powerful impulse to our schools.

ADJOURNED ANNUAL MEETING AT NEW PRESTON, FRIDAY, Oct. 10th.

The President opened the meeting with a brief explanation of the objects of the Association, and then proceeded to speak of the modifications required in our system of school organization and administration by the peculiar circumstances of the population-whether in the city, or in the country-and urged on teachers the importance of availing themselves of the peculiar advantages of the country in the instruction of their schools, and of converting the disadvantages of distance into positive helps. The School Society, in which we are assembled is a beautiful and striking illustration of what our agricultural people can do, under many disadvantages, to cultivate the minds and souls of the children and youth, and to send out a race of men to achieve for themselves wealth, and distinction, and reflect a true glory on the rugged homesteads where their childhood and youth were nurtured. New Preston enjoys a wide, and will enjoy a still wider celebrity for the number of eminently useful, and in some departments of efforts, eminently distinguished men, whose birth-place was on those rugged hill-sides, and whose bodily energy, and whose freshness and force of mind were secured by the pure air, the rough exposure, the healthy sports and laborious toil of their country life. Bred as boys were, and still are in these agricultural homes, they can endure longest the wear and tear of hard study; and in the calmness and seclusion of their outward life, they can acquire that habit of reflection which appropriates knowledge into the very substance of the mind. There is also a freshness of imagination,-nurtured by wandering over mountain and valley, and looking at all things whether fixed like the everlasting hills, or growing and waving, like the forests which diversify their sides, or giving out music and life like the streams which leap down and between,which untired in its wing takes long and delightful flights. There is ardor and eagerness after eminence, which gathers strength like a long pent fire, and breaks out with greater energy where it has room

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to show itself. Above all there is often, and may be always, a more perfect domestic education, as parents have their children more entirely within their control, and the home is more completely, for the time being, the whole world to the family. Wherever these favorable circumstances are combined with the advantages of good teachers, good books and the personal influence of educated men, as clergymen, and physicians, then will boyhood and youth receive its best training for a long life of useful and honorable effort. How much the labors of such men as Jeremiah Day, Ebenezer Porter, in the pulpit, and in their pastoral and school visitations-how much that old social library which once brought so many of the great and the good of other towns and other counties to join your firesides-how much your teachers from time to time, combined with the habits of labor, of thrift, and strict domestic culture and training, has had to do in giving to our State and country such men as the Days, the Wheatons, the Bushnells, the Whittleseys-it will be impossible to determine. It is enough that this little parish, as described by Dr. Bushnell, "made up of the corners of three towns and the ragged ends and corners of twice as many mountains and stony sided hills," has exhibited the highest results of industrial, intellectual and religious training. To use the language of the son of New Preston, quoted above-" This rough, wild region, bears a race of healthy minded, healthy bodied, industrious and religious people. love to educate their sons and God gives them their reward. Out of this little, obscure nook among the mountains have come forth two presidents of colleges, the two that a few years ago presided, at the same time, over the two institutions, Yale and Washington or Trinity. Besides these they have furnished a secretary of State for the commonwealth, during a quarter of a century or more. Also a member of congress. Also a distinguished professor. And besides these a greater number of lawyers, physicians, preachers and teachers, both male and female, than I am now able to enumerate. Probably some of you have never so much as heard the name of this little bye-place on the map of Connecticut, generally it is not on the maps at all, but how many cities are there of 20,000 inhabitants in our country, that have not exerted one-half the influence on mankind. The power of this little parish, it is not too much to say, is felt in every part of our great nation. Recognised, of course, it is not; but still it is felt.

"This, now, is the kind of power in which Connecticut is to have her name and greatness. This, in small, is what Connecticut should be. She is to find her first and noblest interest, apart from religion, in the full and perfect education of her sons and daughters. so she is to be sending out her youth, empowered in capacity and fortified by virtue, to take their posts of honor and influence in the other states; in her behalf to be their physicians and ministers of religion, their professors and lawyers, their wise senators, their great orators and incorruptible judges, bulwarks of virtue, truth and order to the republic, in all coming time. And then, when the vast area of our country between the two oceans is filled with a teeming population, when the delegates of sixty or a hundred States, from the granite shores of the East, and the alluvial plains of the South, and the golden mountains of the West, are assembled in the Halls of our Congress, and little Connecticut is there represented in her own behalf, by her one delegate, it will still and always be found that she is numerously represented by her sons from other States, and her one delegate shall be himself regard in his person, as the symbol of that true Brother Jonathan, whose name still designates the great republic of the world."*

EDUCATED MEN.

"List of college graduates natives of the town of Washington, Conn.

Amasa Daskar

Daniel N. Brinsmade

Daniel N. Brinsmade,	Amasa Parker,	George Tominson,
David Judson,	†Elisha Whittlesey, of Ohio.	Frederick W. Gunn,
Nicholas S. Masters,	Elisha Mitchell,	Thomas Day,
Elisha Whittlesey,	†Charles Davies,	Ebenezer C. Smith,
Roger Cogswell.	Nathaniel S. Wheaton,	Gideon H. Hollister,
†Ephraim Kirby,	Elisha Averill,	Charles Day,
Sheldon Logan,	Sheldon Leman,	William B. Brinsmade
†Nathaniel Smith,	Warren R. Fowler,	George Bushnell,
Jehu Clark,	George A. Calhoun,	Charles G. Hayes,
Jeremiah Day,	Luman Whittlesey,	Charles W. Camp,
Thomas Day,	Frederick Whittlesey,	Ebenezer P. Mason,
Daniel Parker,	Mathew E. Mitchell,	Enos G. Mitchell,
William P. Farrand.	Joseph Whittlesey,	Henry Calhoun,
Mills Day,	Horace Bushnell,	Augustus Smith,
Salmon Wheaton,	Henry N. Day,	William Baldwin,
John Clark,	Sherman Patterson,	George Hickox,

Samuel G. Whittlesey, Those marked † received honorary degrees, not having been graduated in course. The town of Washington was incorporated at an adjourned Session of the Legislature 1779,

January 7th. It was taken from Woodbury, Litchfield, New Milford and Kent, and is about aix miles square. It contained one Ecclesiastical Society formerly called Judea, and part of another called New Preston. Judea contained all taken from Woodbury and Litchfied, New

David Hollister,

^{*} The town of Washington can justly claim to rank with the parish of New Preston as an example of what education, religion, and industry can do for a people. We are indebted to a native of Washington for the following facts:

But there is another side to this picture, too often seen in our agricultural societies. The spareness of the population forbids the concentration of scholars into large districts, and the consequent

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Preston all taken from Kent and New Milford.—Judea comprehends about two-thirds of the town—and that part of New Preston lying in the limits of Washington one-third. Within each of these societies are Episcopal societies having houses for religious worship.

The first settlement in the town was made in Judea society about the year 1734 by Joseph Hurlburt. The first framed house was built in the year 1736. The next settlers after Hurlbut were Increase Moseley, Nathaniel Durham, John Baker, Friend Weeks, Joseph Gillet and Samuel Pitcher. The first sermon preached was by Isaac Baldwin of Litchfield who afterwards relinquished his profession and became the Clerk of the Court of Common Pleas in the County.

The Rev. Herculean Judd was the first Congregational minister, he was ordained Sept. 1st, 1742, the first church was formed the same day consisting of twelve members. He was dismissed May 6th, 1747. Rev. Daniel Brinsmade a native of that part of Stratford now Trumbull, was ordained in March, 1749. He died April 23, 1793. In the year 1784 Rev. Noah Merwin was installed colleague with Mr. Brinsmade and died April 12th, 1795.

Rev. Ebenezer Porter was ordained Sept. 7th, 1796, and was dismissed to fill a professorship in Adover Theological Seminary Dec. 18th, 1811.

The next minister was Cyrus W. Gray, ordained the 3d Wednesday of April, 1813. Dismissed August 18th, 1815.

The next was Stephen Mason, installed the 3d Wednesday of February, 1818. Dismissed Dec. 17th, 1828.

Next and present Minister Gordon Hayes, installed Oct. 28th, 1829.

The Society of New Preston was incorporated Oct. 1753, first minister Noah Woodhouse, ordained January 12th, 1757. Dismissed March 1st, 1763.

Jeremiah Day, ordained January 30, 1770. Died September 12th, 1806.

Samuel Whittlesey, ordained Dec. 30, 1807. Dismissed April 30th, 1817. Charles A. Boardman, ordained June 24th, 1818.

"I have not the dates of the others."

Increase Moseley was the first man that held the office of Deacon, Capt of the Militia and justice of the peace in Washington. He was one of the justices of the quorum in this county from 1755 to 1780. He removed to Vermont and was Judge in Rutland County. He and William Cogswell were the first Representatives to the General Assembly from Washington, NATIVES OF WASHINGTON.

Nathaniel Smith, a distinguished lawyer, a member of Congress and Judge of the Superior Court.

Nathan Smith, Lawyer and Senator in Congress.

Perry Smith, Lawyer and Senator in Congress.

Daniel N. Brinsmade, Lawyer, member of General Assembly 43 seasions, Justice of the quorum 10 years.

Ephraim Kirby, U. S. Judge in Mississippi, Commissioner of the revenue, and first reporter of udicial decisions in Connecticut.

Daniel Sheldon, Secretary of Legation to France.

Nathaniel Pitcher, Lieut. Governor of New York, acting Governor after Dewitt Clinton's death,

Zina Pitcher, M. D. (brother of the above.) a distinguished scholar and physician of Detroit. Rufus Easton Lawyer, Delegate in Congress from Missouri.

Elisha Mitchell Professor in North Carolina College, Chapel Hill,

Charles Davies, L. L. D., Professor of Mathematics, West Point.

Thomas J. Davies, Father of the above, judge and high Sheriff in St. Lawrence County, New York.

gradation of schools, so desirable to thoroughness and extent of school instruction. The limited means and frugal habits of the country preclude the employment of teachers and professional men of the highest talent and attainment, and thus both the direct and indirect benefits of their educating influences are not felt. The secluded situation and pressing cases of daily life, foster a stagnation of mind, and want of sensibility to the refinements and practical advantages of education. Every thing connected with schools is on a small scale, and cut after a very small pattern.†

David C. Judson, Sheriff of St. Lawrence County.

Charles A. Judson, Sheriff of Litchfield County.

Thomas Hastings, Professor of Sacred Music, New York.

Orlando Hastings, Lawyer, Rochester, N. Y.

Seth Hastings, M. D., Clinton, New York.

Thomas Goodsell, M. D., Professor in several Medical Colleges, Utica.

Enos G. Mitchell, graduated at West Point, Capt. U. S, Army, died in Florida.

Isaac Goodsell, M. D. distinguished Physician, Woodbridge.

Amasa Parker, Judge in Delaware County N. Y.

George A. Calhoun, Clergyman, Coventry.

Henry Calhoun, Do. Ohio.

Jeremiah Day, L. L. D., President of Yale College.

Nathaniel S. Wheaton D. D., ex President of Trinity College.

Thomas Day, L. L. D., Secretary of State one-quarter of a Century. Reporter of Judicial decisions, &c.

Elisha Whittlesey, L. L. D., member of Congress, &c.

Frederick Whittlesey, vice Chancellor N. Y., member of Congress.

Henry N. Day, professor in Western Reserve College, &c.

List of men born in Washington not having received a degree from any College, somewhat distinguished in themselves.

David Whittlesey.

Wm. Cogswell, elector of President, &c.

Mathew B. Whittlesey, State's Attorney.

General Daniel B. Brinsmade.

† In too many districts, the picture of the district schools drawn by Dr. Bushnell in his Discourse at the Litchfield County Centennial celebration, as it was in the "Age of Homespun," is still too severely true as applied to the schools as they are, without the redeeming feature of such a teacher who has "the address to start a first feeling of enthusiasm, and awaken a first sense of power."

"The school-master did not exactly go round the district to fit out the children's minds with learning, as the shoe-maker often did to fit their feet with shoes, or the tailors to measure and cut for their bodies; but, to come as near it as possible, he boarded round (a custom not yet gone by.) and the wood for the common fire, was supplied in a way equally primitive, viz.: by a contribution of loads from the several families, according to their several quantities of child-hood. The children were all clothed alike in homespun; and the only signs of aristocracy were, that some were clean and some a degree less so, some in fine white and striped linen, some in brown tow crash; and, in particular, as I remember, with a certain feeling of quality I do not like to express, the good fathers of some testified the opinion they had of their chil

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Be it your part, teachers of Litchfield county, to help to raise up in every school society where you may be called to teach, a generation of youth having sound and disciplined minds in sound and athletic bodies. Take the older scholars, who may come into your schools. with cheeks embrowned by exposure to sun and wind, and hands hardened by honorable, and useful toil, and wake in them an eager ambition to grapple with the hard problems of mathematics, and express their free, fresh thoughts in pure and vigorous language. Get up the old fashioned spelling and arithmetic classes in the evening, and challenge each other's schools to an earnest competition for the most honorable mention in the school visitors' reports, for punctuality of attendance, and improvement in scholarship generally.

Parents must do their part in this work; they must see, that to enable their sons as they go out into the world, to maintain their ground in the fierce competition of business, and the crowded arenas of the professions, they must be thoroughly trained. It should become a familiar talk in every family, that the father who gives his children a good practical education, secures them not only the means of living, but of filling places of honor and of trust, more certainly than if he could leave to each the entire homestead. Nay, every young man who can be so well trained in our public schools, (as they can be managed,) that he can step from the plough in summer

dren, by bringing fine round loads of hickory wood to warm them, while some others, I regret to say, brought only scanty, scraggy, ill looking heaps of green oak, white birch, and hemlock. Indeed, about all the bickerings of quality among the children, centered in the quality of the wood pile. There was no complaint, in those days, of the want of ventilation; for the large open fire-place held a considerable fraction of a cord of wood, and the windows took in just enough air to supply the combustion. Besides, the bigger lads were occasionally ventilated, by being sent out to cut wood enough to keep the fire in action. The seats were made of the outer slabs from the sawmill, supported by slant legs driven into and a proper distance through augur holes, and planed smooth on the top by the rather tardy process of friction. But the spelling went on bravely, and we ciphered away again and again. always till we got through Loss and Gain. The more advanced of us, too, made light work of Lindley Murray, and went on to the parsing, finally, of extracts from Shakspeare and Milton, till some of us began to think we had mastered their tough sentences in a more consequential sense of the term than was exactly true. O, I remember, (about the remotest thing I can remember.) that low seat, too high, nevertheless, to allow the feet to touch the floor, and that friendly teacher who had the address to start a first feeling of enthusiasm and awaken the first sense of power. He is living still, and whenever I think of him, he rises up to me in the far back ground of memory, as pright as if he had worn the seven stars in his hair. (I said he is living; yes, he is here to day, God bless him!) How many others of you that are here assembled, recall these little primitive universities of homespun, where your mind was born, with a similar feeling of reverence and homely satisfaction. Perhaps you remember, too, with a pleasure not less genuine, that you received the classic discipline of the university proper, under a dress of homespun, to be graduated, at the close, in the joint honors of broadcloth and the parchment." to the school-room as a teacher in winter, or into any kind of active business which requires a thoughtful mind, as well as a strong and skillful hand, will, before he is thirty years of age, be in the receipt of an income greater than any farmer in an hundred can realize out of the best farm in the county. But to give such mental training and formation, the district schools in the country must be improved in order to meet the high demands of the age, and the high standard of education in our cities and villages. More comfortable and convenient school houses must be built. Accomplished female teachers must be employed for the young children, whose services can be of no use on the farm, or at home, during all the warm season of the year. In the winter the older children must come together from a wider circuit of territory, and pursue the more advanced studies, by themselves, so that they can acquire habits of intense application, and receive the undivided attention of a well qualified male teacher. We need in every country town one or more district schools, which shall partake largely of the character of a Society High School-a school in which the younger children of the neighborhood shall be taught by a female teacher, and the older scholars of that and other districts, shall be gathered in from the farms, with minds and frames capable of long and patient endurance, and minds prepared to grapple with difficulties, in the acquisition of knowledge. The best minds of Connecticut and New England have been thus nurtured and trained. The most honored names in our past and present history, belong to men who have gone alternately from the field in summer, to the school in winter, and later in life, from the plough to the college, or the merchant's desk, or to be the master-workman in a mill or factory of some description.

The course of instruction in the country schools should be modified. It should deal less with books and more with real objects of nature around—more with facts and principles which can be illustrated by reference to the actual business of life. The elementary principles of botany, mineralogy, geology, and chemistry, and their connection with practical agriculture, should be taught. A love for nature, to the enjoyment of which all are born, without distinction,—an appreciation of the beauty which will be every day above and around them, and a thoughtful observance of the laws of an incessantly working creation, in coöperation with which they must work, if as farmers they are to work successfully, ought to be cultivated in every child, and especially in every child whose lot is likely to be cast in the country. The country towns ought to be able to supply

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the demand, which is now felt, for a class of better educated teachers. To do this, the course of instruction in their own schools must be extended, and the privileges of the State Normal School should be more extensively improved. The speaker dwelt on other topics relating to text-books, supervision of schools, practical cooperation, and more liberal appropriations for the support of the system.

ADJOURNED ANNUAL MEETING AT COLCHESTER.

TUESDAY EVENING, OCT. 14.

Mr. Barnard—occupied the evening with an Address on the Elements of a successful System of Common Schools—of schools common to all classes, because they are good enough for the best, and cheap enough for the poorest in the community.

- 1. A good school law—a law which will enable a majority of a district, school society, or town, to do all that is necessary to establish a good school, and at the same time, which shall protect the minority from the abuse of the power of taxation. The law should have within itself the capacity of adaptation to peculiar circumstances of population and occupation. Some defects were pointed out in our school law, with the remedies.
- 1. A good school-house—a place where the school can be kept. The essential features, of location, size, arrangements for light, heat, ventilation, seats and desks, study, recitation and recreation, were then pointed out. Public money should be withheld from districts which will not furnish a good house.
- 3. The regular and punctual attendance of children at school. The age at which children should begin to attend school—the period of the year—and the age at which school attendance might cease, were then discussed. The speaker advised that the public money should be divided up among districts according to the average attendance in each.
- 4. A good classification of schools—not dividing up a town into independent districts, but planting schools of different grades where they are needed—primary schools for young children in every neighborhood—intermediate schools for another and older class of children, and one or more high schools, for the oldest pupils of the whole town.
 - 5. A good course of study-a course commencing with little

children and terminating only in preparing young men for business or college, and young women for usefulness and happiness in all relations of life. The course should aim to develop in harmony all the faculties of mind, all the affections of the heart, a pleasing manner, and sound health.

6. A good series of text-books, and all appropriate means of imparting and illustrating the course of study.

7. A good teacher—a teacher in good health, of pleasing manners, with a love for children, and a desire to instruct them, a power to interest them in their studies, to govern by the ordinary means and methods resorted to in a well regulated family; and such a teacher wherever found should be permanently employed and adequately remunerated.

8. A good committee man—intelligent, indefatigable and prudent—willing to work for the public as well as himself—acquainted with the conditions of success in a common school, and determined to realize them in his own district—and to countenance and support the teacher in his labors and his authority.

9. Good parents—parents, alive to the responsibility which attach to them for having brought children into the solemn realities of life, and determined, in school meetings, as well as in their own homes, to see that good school-houses are built, good teachers are employed, intelligent and honest school officers are appointed—and that their own children are furnished with books and stationery, sent early and regularly to school, and encouraged in habits of study and obedience.

10. A good district or society—a district pervaded by a liberal, correct and intelligent public spirit—regarding the public school as the fountain head of all good influences, next to the family and the church, and as the handmaid of these great institutions of God, and the helper of every good work. To secure such schools, the district and society must expend freely and constantly. These topics were explained in an address which occupied two hours, and were illustrated by a great variety of facts drawn from the school experience of Connecticut, Rhode Island and Massachusetts.

LECTURE OF REV. T. D. P. STONE UPON THE IMPORTANCE OF *Physiology*AS A BRANCH OF COMMON SCHOOL STUDY.

It is not to be expected that extensive acquaintance with this branch of study will be received by teachers or pupils at present. The remuneration of the teacher does not warrant his preparation to fill the chair of a professor. But we must not reject all attempts

to receive a knowledge of valuable rudiments and great general principles, where thorough, scientific research cannot be hoped for. To a great extent all the studies required by law in the common school, are rudimental. They are but stepping stones to the more advanced progress intended in high schools, academies and colleges. It is unquestionably true that physiology can be taught to some extent in common schools,—for it has been and is so taught, and that with manifest advantage. Teachers are becoming competent to conduct the study. Districts are becoming more and more desirous of having it attended to. Excellent books on the subject are in market. Large plates and charts are for sale at very low prices, presenting anatomy and physiology by diagrams to the eyes of whole schools.

This study will of course occupy time. Many may object therefore to its introduction, lest it should interfere with other studies of more importance in their view. But the improved methods of classification now coming into general favor, particularly the organization of graded schools, allows the introduction of many branches besides the common elements. All which is urged in favor of introducing physiology is to be understood therefore as being consistent with full attention to the usual studies,—as adding something to the value of our schools, while it detracts nothing.

Its value as a common school study was urged-first, from a view of its moral and religious influence. A sceptic is necessarily "loose in principle." He has no sense of accountability to God, consequently his conscience, not being acknowledged as God's vicegerent to him, is regarded as a relic of infantile memory, prejudice. Perversion of truth, acts of fraud,—even public outrages, become simply indiscretion,-mere conventional error. There is no substratum upon which to build true integrity of character. The idea of a God is absolutely essential to clear perceptions of moral right and wrong, and the acknowledgment of religious obligation. This position is not sectarian. It is common sense. It is common law. It is one of the few religious ideas which even bad men dare not reject. may inwardly spurn it. They may even deny it in words. But practically, in transactions of a business character, this principle is always allowed. You do not hesitate to challenge a juror upon whose decision life may depend, if he avow himself an atheist. Nor is this all. It is obvious that the morals of any community are closely connected with the prevalence of thoughts of our Creator. Men who never recur to their allegiance, and accountability to him, are retrograding in principle. And where, either through the fidelNov well skil life bea istr val

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ity of preachers or teachers, or Sabbath-school instruction, the idea of Divine authority is kept prominent, their morals are always good. Now the study of man's "fearfully made" physical organization, is well calculated to deepen impressions of the Creator's power and skill. The frailty of the casket, when compared with the precious life,—soul, mind, encased, suggests dependence upon God. Paley's beautiful arguments against atheism, are so impressed that no sophistry can afterwards prevent correct views on the subject. All valuable knowledge tends to guard the mind against error. But next to the study of moral and mental philosophy, this branch is most directly calculated to diffuse clear impressions of the reality of Divine authority, and thus promote sound moral and religious principles.

The value of physiology in common schools was argued, secondly, as a measure of merely intellectual culture. Many school exercises are regarded as truly valuable simply on account of their tendency to discipline, their intellectual power. As the muscles and sinews of the arms and limbs become large and strong by use, so do also the powers of the mind. Whatever serves to awaken and preserve interested attention,—or to quicken the memory,—or to cultivate skill in reasoning, or to guide imagination, cannot be rejected as useless in school. The lecturer dwelt at considerable length upon each of these points, showing that no study is better calculated than physiology to receive each and all of these results.

He concluded the lecture by suggesting as a third reason for the introduction of physiology into our schools, that this branch has much practical utility in the every-day affairs of life. The child should learn what will be useful to the man. In this study he learns how to avoid many sources of disease and pain,-he learns how to employ remedies which medical skill recommends. A variety of anecdotes were related tending to show the extreme ignorance of multitudes respecting diseases and their cause. This ignorance is the stronghold of quackery. If God's work in our wonderful physical organization were better understood, patent nostrum mongers would become less frequent. Uneducated pretenders to medical skill would meet with less patronage,—and remedial attention to ventilation-ablution and diet, would afford to even the most talented and best educated of the medical profession more time for domestic quiet, and rural amusements, than the present popular confused and absurd notions of hygiene, which pervade the masses, allow them to enjoy. The closeness of many sleeping apartments into

which teachers sometimes are thrust, and the abundance of out-door air admitted into their chambers on other occasions, as they experience the vicissitudes of "boarding round"—were adduced, in connection with the same phenomena in different school-houses, as a powerful reason for wishing more attention to be paid to physiology in schools.

ADJOURNED MEETING AT NAUGATUCK, Oct. 17.

The Address by Prof. Olmsted, of Yale College, before the Teachers' Institute at Naugatuck, on Tuesday Evening, Oct. 17th, was intended to have been delivered under the auspices of the State Teachers' Association. The report of the same is therefore published in connection with the proceedings of the Association. To Prof. Olmsted belongs the credit of being among the first to project the plan of a Normal School, or of an "Academy for schoolmasters," in an oration delivered by him at New Haven, on the occasion of taking the degree of Master of Arts, in 1816, and of more fully developing the scheme in the year following, nearly eight years before the publications by Mr. Gallaudet or Mr. Carter, on the same subject. Prof. Olmsted has kindly placed in our hands the original documents, and accompanied by a letter, from which, the following portion, although not intended for publication, is printed in this connection as an appropriate introduction to the address.

"YALE COLLEGE, Nov. 20, 1851.

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"My DEAR SIR:

"I send herewith the old documents to which I alluded respecting my early plans for a Normal School, or, as I called it, an Academy for School-masters. Peculiar circumstances made me conversant with the state of education in our common schools, and I early conceived the idea that the system of education taught therein might be greatly enlarged, if even one set of competent instructors could be provided. I began my career as a teacher truly at the beginning, having started, at the age of seventeen, with an obscure village school, the rank of which may be gathered from my salary, which was twelve dollars a month, and I boarded myself. But by this expedient I economised so far in my preparation for college, as to make my slender patrimony hold out to bear me handsomely through college. As soon as I had finished my collegiate course, I resumed the office of teacher, by taking charge of a select school at New London, which I kept for two years, at the end of which I entered upon the tutorship in this college. The pupils of that school were entered at an early age, as soon as they were old enough to be withdrawn from the most elementary female teachers, and remained there until they either went to college or to business. This arrangement involved a great variety of studies, from the Spelling-book to Græca Majora, and from Simple Addition to Surveying and Navigation. Harrassing as this was, it afforded an excellent opportunity to compare the influence of different courses of study upon the capaci-

ties of children; and here it was that I first learned how little time, comparatively, is required for those rudiments, such as reading, spelling, and writing, which, at that period, occupied nearly all the hours of the common schools. I found that those pupils who devoted the greater part of their time to the languages and the mathematics, sparing only an hour each day to reading, writing and spelling, not only become proficients in these exercises, but even excelled those who devoted their whole time to them. So much did the improvement of their capacities, by attention to the higher studies, increase their power of mastering the mere rudiments. I inferred that, were the pupils of our common schools occupied chiefly with geography, grammar, arithmetic, and perhaps geometry and the elements of the natural sciences, all these branches of education might be mastered without any detriment to the mere rudiments, while they would result in imparting to those educated at the common schools a far higher degree of mental cultivation and intellectual power. All that was wanted to carry the plan into execution, was a supply of competent teachers, and hence was suggested a plan for the establishment of an Academy for School-Such a seminary was first hinted at in my "Master Oration," delivered at Commencement in 1816; but the scheme was drawn out more in form shortly after, as you will find in the documents sent you. In 1817, I received the appointment of Professor of Chemistry in the University of North Carolina. It was without any solicitation of my own, and my feelings had become so deeply interested in the plan of a Normal School. that I hesitated much whether to accept that appointment or to remain and endeavor to carry out my favorite scheme. I submitted the question to several eminent meh, who thought well of the plan, but believed the difficulties in the way of carrying it into execution were such that I ought not in justice to myself, to forego the advantages of the eligible situation proffered to me. I decided accordingly. After I left these parts, several years elapsed before the subject engaged the attention of any one else; but at length two individuals remarkable not only for originality in projecting useful enterprises, but also for zeal and energy in carrying them into successful operation, took it up and succeeded in bringing it fully before the public. Of these, one was our excellent friend, Mr. Gallaudet, the other was Governor De Witt Clinton.

"From this statement you will infer, my dear sir, that my claims on the score of having been the earliest to whom the idea of a Normal School occurred, are not important, as my plan produced no valuable result, nor do they at all detract from the merit of Mr. Gallaudet, who, I have no doubt, was entirely ignorant in his conceptions of a plan somewhat similar; and I should not have thought the matter deserving of so many words, had it not incidentally been mentioned in our late interview, and had you not

requested the perusal of the original documents.

"The interest which I early imbibed in common school education, though productive of little fruit in most respects, has had its influence upon my subsequent labors in the cause of education, especially in the preparation of text-books; and I ascribe to this circumstance no small share of the success which has attended my school books on Natural Philosophy and Astronomy. For the preparation of these, the acquisitions which my course of life has enabled me to make in these sciences, has not been more important, than the full sympathy which my early experience as a teacher has always enabled me to feel with the minds for whom they were intended. I was especially sensible of this in preparing my little work, entitled "Rudiments of Natural Philosophy and Astronomy," which I more particularly designed for the common schools. With the success of this work I have no reason to complain, since in the term of six years it has passed through thirty or forty editions. But I must confess some disappointment that it has reached so few of the youth of my native State, to whose improvement I fondly hoped it would prove a valuable contribution. I hardly know of its being used any where in Connecticut, although thousands are yearly demanded by the States of Massachusetts and New York. To write this work, I thought required the union (somewhat rare) of two qualifications; first, that thorough acquaintance with the subjects of Natural Philosophy and Astronomy which would enable the writer to select those principles most important for all to know; and, secondly, to be so conversant with that class of minds addressed, as to adapt them fully to their comprehension."

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THE GIFT OF TEACHING.

By way of introduction, the Professor remarked that although he had not committed his discourse to writing, as he intended to offer his sentiments in a very practical way, yet that the opinions he should express were not hastily adopted, but were the results of nearly forty years experience and observation in the profession of a teacher. He said he had entered the service "before the mast," having commenced at the age of seventeen, with a humble district school, the rank of which might be inferred from his salary, which was twelve dollars a month, and he boarded himself. Immediately after he finished his education at college, he resumed the office of a teacher, in a grammar school of the higher order, where he labored two years, when he became an officer of college, and has continued in that capacity ever since. In this situation, held for so many years, he had had some small share in educating a great number of youth, and had never ceased to regard the employment with great interest and attachment. Still, those early elementary schools, which were his first love, took the strongest hold of his affections; and having, as he believed, been the first person in this State, to whom the idea of a Normal School occurred, (having proposed, and publicly defended the importance of such an institution, as early as 1816,) he thought seriously of devoting his life to this object; and when offered the Professorship of Chemistry in the University of North Carolina, he reluctantly accepted it, and relinquished his favorite purpose, only because in the opinion of several eminent citizens to whom he submitted his plan, there was but little probability of his being able to carry it into execution. He hoped to be pardoned for relating these matters of personal history, to show the early and deep interest he had felt in the promotion of the cause of general education through the common schools. He would now enter, without further apology, upon the subject upon which he proposed to address the Convention, which was The GIFT of Teaching.

He would endeavor, first, to show the *reality* of such a gift, as an original faculty or endowment, and secondly, to analyze its *characteristics*, or to show the elements of which it is composed.

1. The Reality of the Gift of Teaching.

There are (said the lecturer) three classes of teachers distin-

guished from each other by the following peculiarities. First, there are some who acquire knowledge with great facility, but have little power of imparting it to others. Of very rapid perceptions themselves, they are often unable to retrace the steps by which they successively arrived at their conclusions; much less are they able leisurely to point out those steps clearly to others. They cannot apprehend the slowness with which new ideas enter common minds. and take root there, a slowness which is apt to affect them with impatience, or even with disgust, as evincing dullness and stupidity. Consulting the character of their own minds rather than that of their pupils, they give hints and partial suggestions, where they ought to give full and lucid explanations. Fastidious at what is old, and ever requiring the stimulus of novelty, they tire of the tread-mill life of a teacher, and their chief aim is to be over with its daily tasks as soon as possible; and their greatest desire is to quit forever an employment so uncongenial to their taste. Secondly, men of moderate intellectual powers sometimes greatly exceed expectation in their ability and success as teachers. They even seem to teach more than they know, having the quality of Horace's whetstonethat of making others sharp though unable themselves to cut. The secret of their power will be found when we come to analyze the gift of teaching. Thirdly, the highest grade of teachers are those, who bring to the work superior natural talents united with that peculiar gift which I shall shortly attempt to analyze. Among many such teachers whom I have had the happiness to know, the late President Dwight holds the first place in my mind. With splendid natural talents, there were contained in him all those peculiar qualities by which the great teacher is able to transpose his own thoughts into the minds of his pupils, and even to inspire them with some portion of his own exalted powers. Let us then see if we can determine in what those peculiar qualities consist, or find the elements of this wonderful attribute that constitutes the perfect teacher.

2. Analysis of the Gift of Teaching. The elements of which this peculiar gift is composed are benevolence, authority, and a just appreciation of talents and character.

In the first rank (continued the speaker) I place benevolence; not the mere love of knowledge, but the desire to see others possess it; a strong and habitual desire for the welfare of the pupil. This principle is sometimes recognized in an ingenuous child, and is a favorable sign in respect to his natural disposition. I allude to the desire of the child, when anything pleases him, of having every-

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body see it and share his pleasure. The teacher must be under the same feeling habitually,—an earnest desire to have his pupils share with him such great blessings as virtue and knowledge. He is not unfrequently required to exercise the highest kind of moral courage, that which braves the ill-will of the pupil, and perhaps of his parents, to do him good. But such ill-will is not the usual reward of his efforts. The affectionate interest which true benevolence inspires, seldom fails of finding its way to the heart of the pupil, and continued efforts to do him good, kindly manifested, will finally melt the most stubborn. Or if they provoke resentment, the feeling is usually temporary: it is safe to do good. Indeed, what other motive than benevolence can be permanently relied on? Is it wealth? In this respect scarcely any profession holds out to the young man of talents and enterprise so small inducements. Is it fame? Not the diffusion but the advancement of knowledge gives fame. The discovery of a new species of an animal or plant, will give a man a greater chance to be enrolled on the records of fame, than training a thousand youth to virtue and knowledge. Teachers will ever belong to that "smallest tribe" of suppliants at the temple of fame, who cry___

Great Idol of mankind! we neither claim
The praise of merit, nor aspire to fame.
'Tis all we beg thee to conceal from sight,
Those acts of goodness which themselves requite.
O let us still the secret joys partake,
To follow virtue even for virtue's sake.

The rewards of the teacher are not wealth and fame, but the lasting respect and affection of his pupils. In treasures of this kind, he is indeed rich. What must be the conscious reward of President Day, who sees his three thousand pupils occupying the highest walks of usefulness and honor, and never meets them but to receive expressions of grateful affection!

Next to benevolence, I assign the highest place in the gift of teaching to authority. Said the Apostle to Timothy: "Let no man despise thy youth;" and little good can ever be done by a teacher whose person and authority are despised. Even the best kind of attachment is founded on a high respect. Love to God, itself, is founded on fear, though perfect love casteth out fear. While the bearing of the preceptor should be habitually kind and gentle, yet it should be known and felt that the lion may be roused from his lair. The best description of the governor of every kind and degree, is,

that he is "a terror to evil doers, and the praise and encouragement of such as do well"—Indulgent to what is merely childish, but stern to what is wicked or base. Dr. Scott, the commentator, when asked how he had managed his children to secure so fully their obedience and affection, replied, that "he had punished them not for being children, but naughty children." Every teacher, as well as every parent, should obey the injunction, "Forbearing threatening." Dignity is but another name for propriety, and it is time the old-fashioned scholastic and pedagogic dignity, assumed, and stiffened out by rule, were driven from our schools and seminaries of learning and in the place of it, were substituted a kind and friendly bearing, consistent with the self-respect of both the old and young.

The "man of no government" is of two different species: the one spoils children by indulgence, the other hardens them by severity and distrust. The one is overrun and his authority contemned; the other is hated, and his orders are evaded and circumvented. I amfree to declare, that I think it one of the most prevalent errors both of family and school government, that children are treated with too little delicacy, but their moral sensibilities are too often outraged by harsh, contemptuous, or distrustful language. They are taught to be mean by being charged with meanness, and to lie, by being charged with lying. The lecturer here related several examples of the unhappy efforts of such treatment upon children.

Among the elements of the gift of teaching, I place next, a just appreciation of the character of the pupil, in regard to talents and disposition. In both these respects, children are naturally very unlike, and the judicious parent or teacher will carefully discriminate the peculiarities of the child and adopt towards him a regimen appropriate to his case; as the skillful physician first carefully examines the symptoms of his patient, and adopts a course of treatment suited to the nature of the disease. Is the child naturally slow of perception? Then the skillful teacher does not of course infer that he is dull, and treat him with impatience or contempt, but makes his explanations deliberate and clear. Is the boy quick and rapid in his perceptions? Then he requires mere hints when the other requires full explanations, and is restive and impatient under long and labored teachings. Is he inventive and original? Then much judicious training is required of the preceptor, to turn that useful but dangerous talent to good account, and to prevent its urging on the pupil to a restless love of novelty and leading him to attempt everything and accomplish nothing. Is his disposition sullen? A

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kind and cheerful bearing towards him will sooner change his demeanor than habitual frowns and reproof. Is he passionate? It is a soft answer that turneth away wrath; and the worst of all expedients is to attempt to cure passion with passion. Mr. Hamilton, in his valuable remarks on education, tells a story of a man who had a family horse that had every noble and valuable quality, except that he took fright and became dangerous at the beating of a drum. To cure him of this trick, he hired an experienced horseman to mount him, fully equipped with whip and spurs, while another man was employed to beat the drum. Notwithstanding all the goading and lashing of the rider, the horse grew more and more frantic, until he became entirely unmanageable. The owner, with great reluctance, now gave him up in despair, and sold him at half price. The purchaser was more of a philosopher, and took quite a different course. He procured a drum, set it on end, and covered it with oats. He then led the horse gently towards it. The animal snorted and whirled about for a while, but at length smelled the oats, and with much coaxing was finally got near enough to nibble a little. This was sufficient for the first day. The process was repeated from day to day, until, to cut the story short, the horse, whenever he heard a drum, would run towards it.

The lecturer further illustrated his ideas of the proper management of children by reciting the account which the owner of a valuable vineyard had recently given him of his method of cultivating the vine—how carefully he nourished the roots—how he at suitable times lopped off all redundant and barren shoots—how he nurtured such as furnished most fruit—and how he provided for the vigorous growth and perpetuity of the stock itself.

On Thursday evening, Prof. Camp dwelt on the necessity, in all our plans, of going directly to the fountain head of all influence in the schools, to the teacher, and by improving his character and qualifications, improving all the influences which go out from him. Among the agencies of improvement, which teachers themselves should employ, were Teachers' Associations and Institutes. He felt in his own case, that he had derived essential service by his attendance in 1838, at Hartford, at the first Institute held in this State, if not the first in the country, where he had received many practical hints as to principles and methods of school instruction and discipline, from Rev. T. H. Gallaudet, Prof. Davies and others, employed by our present Superintendent, then Secretary of he Board of School Com-

missioners. He never attended an association of teachers for a town, county, or State, without seeing or hearing something which he could turn to good account in his own school-room. Prof. C. alluded to what was doing in this way in Massachusetts, where the teachers associated statewise, and in addition to their meetings for lectures and discussions, maintained a monthly School Journal. The same thing was done in New York. Our Superintendent had assumed the labor and pecuniary responsibility of conducting a paper to be devoted to the interests of education in Connecticut, and surely the least we can do is to give it a general and liberal support.

On Friday evening, Mr. Barnard delivered an address before the State Teachers' Association, and the Institute for New Haven County—in which he labored to set forth the claims of the common school on parents and the public generally. Teachers' Associations, Institutes, and the Normal School, can do much towards realizing the hopes and labors of the friends of education, but unless the public will provide good school-houses, appoint faithful committee men, and employ good teachers, and subject the schools to a thorough and intelligent supervision, we cannot have good schools. The speaker dwelt on the advantages and disadvantages of villages and manufacturing districts for the establishment of good schools, and on the adaptation of our system, in grades of schools, course of instruction, and administration, to the peculiar circumstances of such districts.* This address occupied one hour and a half in its delivery.

ADJOURNED MEETING AT ESSEX, Oct. 21 and 22.

The exercises of the adjourned meeting for Middlesex county, were introduced by an address from the President of the Association, (Mr. Barnard.) The first association of teachers in the United States, of which he had any knowledge, or documents, was formed in Middletown, in this county, in 1799, under the name of the School Association.

^{*} Many of the topics of this address, are discussed by the speaker in his Sixth Annual Report as Superintendent of Common Schools, submitted to the Legislature in 1851, under the head of Manufacturing Districts.

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tion for Middlesex County. It owed its origin to the Rev. William Woodbridge, (father of William C. Woodbridge, editor of the Annals of Education, and author of a System of Geography,) who was at that time principal of a female school in Middletown, and who had already introduced into his own teaching many of the plans of instruction which are now deemed recent improvements. The objects of the association, as set forth in its constitution, were to premote a systematic course of school education, and elevate the character and qualifications of teachers. The labors of the association, during its brief existence, were felt in the schools of the county-but the work of school improvement was not so thoroughly, or so widely, or so permanently done, as to supersede the necessity of similar efforts in the same and other directions now. The speaker then dwelt on the importance of grading the schools of all our village districts, thereby extending the course of instruction, improving the lower grade of schools, and bringing the means of an academic education within reach of the poorest child in the villages without abridging the opportunities now enjoyed only by the rich.

The speaker then illustrated his views as to the necessity and advantages of a system of graded schools as compared with the unclassified district system of common schools in large villages, by contrasting the state of education and of public feeling on the subject in the village of Essex, where he had passed the morning in making arrangements for the Institute-and the village of Deep River, where he had passed a portion of the day in witnessing the closing exercises of a term in the graded school taught by Miss Moody and Mr. Chapman. Here (Essex) there may be interest-a living, breathing, active interest in some things, but it does not manifest itself in school matters. The arrival of the next steamboat, if not too early in the morning, will draw together quite a congregation. The approaching ship-launch will probably draw out two-thirds of all the men, women and children in the neighborhood-but not a dozen voters could be got together to remove the old, dilapidated, hacked school-house out of the public highway, in which it stands by its entire dimensions, "an unmitigated nuisance," as the school visitors characterize it in their late annual report. And it is not unlikely there might be found individuals so attached to the good old ways as to give half the present worth of the old house, to keep it where, and as it is. The approaching ordination of a worthy clergyman over his parish in the new church, (which cost more than all the school-houses in the society,) will be the occasion of "hanging the big pot over the fire," and entertaining angels in the guise of ministers, deacons and laymen-but owing to an epidemic not described in the books, the good people of Essex find it difficult to entertain some forty or fifty deserving teachers, who have come up here to qualify themselves the better to train up the children of this and other towns in the county, into intelligent and virtuous men and women. Here are three or more independent districts—each on a short allowance of funds each school having pupils of all ages-each district employing a male teacher in winter and a female in summer, and in the course of four years probably as many as a dozen different teachers, and as many kinds of discipline. And besides these three district schools, as might be supposed, there are three or more private schools, drawing off at least half of the children of a proper school age-and at all hours a goodly number of boys may be seen on the wharf or the hayscales, educating each other in the use of language not found in the spelling-books. In this state of things there is no public interest in the condition or improvement of the common school. Those who care most for the education of their children, send them to private schools at home or abroad, and those who don't think much on the subject, are content to let things remain as they are-"what was good enough for me is good enough for my children." Although the same men don't hesitate to build their ships after the latest models, and rig them out in the most approved fashion-and if they don't do this, must be content to be outdone in ship-building by rival ship-yards on this river and elsewhere, as they are already distanced in the matter of education by their young and enterprising neighbor, Deep River. To go from Essex-with its apathy and coldness, its unclassified schools, and its nondescript epidemic which prevents its people from entertaining any body but those who come to an ordination-to Deep River, with its neat and attractive and convenient school-house,—its properly classified and thoroughly taught common schools—its active and liberal interest (on the part of several of its prominent citizens) in the whole matter of school improvement, its willingness to welcome all the members of the Teachers' Institute and the State Teachers' Association, to its hospitalities-was like passing from the dark and chilling atmosphere of a cellar out into the genial sunshine. If the people of Essex or of any other village wish to see the result of the principle of division of labor, as applied to schools, and of a liberal feeling on the whole subject of education, let them visit Deep River, and the school taught by Mr. Chapman and Miss Moody.

'[The Reporter does not claim that the above sketch presents a full or very literal report of the President's remarks, but gives prominence to only a few facts as stated by him.]

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Mr. T. M. T. Curtis, Principal of Public High School in Hartford, followed with a lecture on the "Duties and Rewards of the Teacher."

Mr. Curtis introduced his address, by reference to a class of topics that are too often unnoticed by the teacher. Remarking that it is not enough that he should be a good tactician; that he should understand the management of school-room machinery. If he is satisfied with this, and aims at nothing higher, his teaching will be likely to become a routine: to lack vitality, soul and efficiency. He needs to reflect seriously upon the nature of his work: upon the various important relations he sustains as a teacher: relations that responsibly connect him with the future here and hereafter. He needs to gather from vivid prospective views of the manifold and momentous results connected with his labors, inspiration and earnest impulses that shall animate both him and his school to truly great endeavors.

With this view, the lecturer considered the various relations of duty sustained by the teacher.

He is responsible, first, and chiefly, to God. God has given him time, talents, influence and opportunities of usefulness. He has committed to his charge many precious minds, capable, if rightly trained, of immeasurably advancing Heaven's great designs of good to man: and for this right training, he is, and will be held responsible. The teacher is responsible to society. All those who are known throughout the world as the living benefactors of the race, have come from the school-room, where the permanent bent of character is, or may be, given. Those too, who through ignorance or selfishness are as actively engaged in obstructing human progress, who are justly regarded as the curses of communities and of the world, have come from these same nurseries of character. The teacher then is, in a solemn degree, responsible to society for the influence of those who, from time to time, go forth from him to shape its destinies, and to affect for good or evil all future generations.

The teacher also has duties to parents. They have committed their children to him that they may be trained for respectability, virtue and happiness. And wretch, indeed, must be be, who can be indifferent to the solemn trust that parents have confided to him.

The direct obligations of the teacher to his pupils, will not be lost

sight of by him who is of a thoughtful spirit, and who seeks to be faithful. He is entrusted with an influence over minds and hearts at a time when all the sympathies are the most delicate, and when impressions and impulses given are almost certain to be permanent. Under his influence, will fixed principles of character be established in his pupils. It is his privilege to guide them toward their mighty destinies, on a sublime career of indefinite progress in wisdom, virtue and happiness. What a privilege! What a responsibility!

We can only barely mention a few of the topics considered in the second division of the lecture, viz: "The Rewards of the Teacher."

They are not pecuniary. No money can be an equivalent for the right training of an immortal mind.

The teacher's highest present reward is in the consciousness of having done his duty; in knowing that he has endeavored to be faithful and useful.

He will probably find his fidelity repaid by the love and lasting gratitude of his pupils; by the cordial esteem of parents and of all the group around him who justly appreciate his services. But those rewards for which the teacher should have the highest regard are not here. They are farther in the future. And he will be sure to find them full, complete and perpetual, when his work here is done; when he meets again those whose character he molded here; when he joins them before "The Great White Throne," and enters with them upon those glorious destinies to which he may have been instrumental in guiding them.

Let the Teacher then

" Act in the living Present, Heart within, but God o'erhead."

But he may, he should,

"Trust the Future," for his full reward.

WEDNESDAY, OCT. 23.

Prof. Camp gave some account of the influence of Teachers' Associations in exciting and maintaining the spirit of improvement in education in some parts of New Haven County in particular. So certain as social intercourse is the means by which the savage becomes civilized, so certain is every science promoted, and every art improved, by the association of those devoted to it, and the interchange of their views and experience, and their combination, when

necessary, to encourage the improvement of others. Education is both a science and an art, and it is high time that every means should be employed to reduce its hitherto experimental processes to something like a system, and to collect the scattered experience of teachers into a body of principles. This is the aim of Teachers' Associations, Teachers' Institutes, and Normal Schools. He then reviewed the methods of teaching, and the condition of common schools in Middlesex County.

THURSDAY, OCT. 24.

Mr. Baker, of Hartford, being called on to speak, went out into highways and byways of the village, and particularly to the village hay-scales, to find his subjects for remark, and returned with a company of some twenty boys, whose sudden and rather irregular appearance in the place of meeting, created some confusion, and for a moment, an alarm lest a peaceful convocation of teachers and of ladies from the village, (for the men were too busy to attend,) should be broken up by a row. And this impression was confirmed by the toppling over of the front seat, along which Mr. Baker had arranged his raw recruits. Order, however, was restored, and Mr. Baker found no difficulty in his own peculiar and happy manner, in interesting and instructing not only that portion of his audience, which he had gathered together on the promise of "having some fun," but teachers and all others present. It is impossible to report this speaker in his rapid, earnest, always practical, and at times, truly eloquent exposition of the claims of the children and youth, and especially of the neglected children of the State, for a better education than is now given in our district schools.

ADJOURNED ANNUAL MEETING AT NORWALK.

THE ASSOCIATION AND INSTITUTE AT NORWALK WERE ADDRESSED ON THURSDAY EVENING BY PROF. D. OLMSTED, OF YALE COLLEGE,
ON "THE WELL EDUCATED COMMUNITY."

The lecturer observed, that he deemed this a favorable occasion for bringing out, for the first time, a picture on which he had long meditated—that of a thoroughly educated community, where every member, male or female, had received an education, each suited to his own destination in life, and fully adequate to all his purposes.

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Our religious teachers (said he) often present to us the happy picture of a truly *Christian* people, where the principles of the Gospel exercise their full and legitimate sway, and where the law of universal benevolence pervades every individual. But the picture of a well-educated community has never, to my knowledge, been drawn; and that is what I shall attempt this evening.

The general idea of a well-educated community, is one, where all are thoroughly taught in the elements of useful knowledge, and to a much greater extent than is common with us—where a large proportion are carried forward through a higher and more systematic course of studies, adapted to the peculiar destination of each individual—and where a goodly number receive a complete University education. I can recommend nothing short of a full collegiate education for the learned professions; but our object, this evening, is to consult rather for the education of the many than of the few, and we shall therefore confine our attention to such institutions as are accessible to the whole community.

We shall speak first, of Primary Schools, and secondly of High Schools.

1. Of the PRIMARY SCHOOLS. It is essential to my idea of a welleducated community, that all the inhabitants be thoroughly taught the rudiments of knowledge, including not merely reading, penmanship, and arithmetic, but in addition to these, the elements of grammar, geography, geometry, natural philosophy, chemistry, and astronomy. We want nothing but suitable books and competent instructors, to give to the course of studies in our primary schools this extension. In my day, reading, writing, and spelling, with a little arithmetic, constituted the entire course taught at the village schools, but my experience afterwards in teaching a select but miscellaneous school, where some of the pupils were fitting for callege and others for business, taught me that a small portion of time, as an hour or two a day, was all that was necessary for reading, writing, and spelling; and that in fact, these were better learned by those pupils who devoted the greater part of their time to studies of a higher order and more adapted to develop and strengthen the mental powers, than by those who did little else than reiterate these familiar exercises. In my opinion, therefore, no youth in the State of Connecticut, whose entire education is completed at the primary school, ought to fail of acquiring a knowledge, of many valuable principles, at least, of English grammar, geography, arithmetic, geometry, natural philosophy, chemistry, and astronomy. The treatises on the subjects may be small, but they should be prepared with the greatest care and skill, and with constant reference to the fact that the pupil has but little time to devote to them, and, therefore, that they should consist of a choice selection of those facts or principles, which, of all others, are the most practically useful to him. This requires in the authors of such books two qualities, not always found combined in the authors of school-books, especially in the natural sciences, first, a thorough and extensive knowledge of the subjects themselves, for no others are qualified to judge, among a vast number of principles, which are the most important for all men to know; and, secondly, a full sympathy with the minds for which such books are designed, for no others can adapt these principles to the clear comprehension of the learner.

But while I entertain the opinion that such an enlarged system of education in the elements of useful knowledge, ought to be attainable in all our primary schools, yet I am far from thinking that even such an education is sufficient to meet the wants of our country, or adequate to the purposes of a "well-educated community." There are two great objects which the industrial classes ought to have distinctly and constantly in view: to qualify themselves thoroughly for their business or profession in life—and to fit them for the still higher duties of heads of families and citizens. For these high ends we require a more elevated class of schools, and to these we will next turn our attention.

2. Of the High Schools. These may be denominated the colleges for the many—for men of business, for mechanics, manufacturers, and artists—for heads of families and citizens.

For all these professions, our people need a higher and more extended and thorough education than can be acquired at the primary schools. The same studies that are taught there are to be pursued more extensively and more profoundly, and various other kinds of knowledge are to be added to the system, beyond the simple rudiments. To higher attainments in the study of the English language, of geography, and of the practical mathematics, we must add a corresponding proficiency in the natural sciences, which not only greatly enlarge and expand the mind, but address themselves directly to the farmer, the manufacturer, and the mechanic, inasmuch as they instruct each in the principles of his art, and teach him how to conduct it with increased intelligence and profit.

In the first place, I desire to see the study of geography pursued by the industrial classes far more extensively and profoundly than it is at mind can be every relation object has d

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it is at present in most of our schools, and until it shall leave on the mind of the learner a clear and full impression, not only of what can be learned from maps, but also a vivid and distinct picture of every nation of the globe, in respect to its individuality, and to its relations to the other nations of the earth. Instead of all those high objects, it appears to me that the study of geography in our schools has dwindled down to the mere learning of boundaries, rivers, mountains, and the situation of chief towns.

In the second place, I wish to see the study of the English lan. guage, carried much farther than is done in most of the schools, so as to embrace not merely grammatical analysis, but the principles of fine writing. And here I will take the opportunity to say that, in my opinion, it would contribute greatly to the finish of a High School education if the practice were followed, especially with the older scholars, of reading by turns, and in the hearing of the whole class, standard authors, with the view not only of improving themselves in the art of reading, but of acquiring a knowledge of elegant literature. These readings might be accompanied by critical and explanatory remarks on the part of the teacher, a task for which he should carefully prepare himself. In this way, I would endeavor to inspire the pupil with a taste for the beauties of the language, and to give him an acquaintance with the best writers, as well as a relish for the most profitable kind of reading. Where time cannot be afforded for reading entire works, selections from standard authors, like those published under the name of Elegant Extracts, or the Cyclopedia of English Literature, may be advantageously used. I feel to this day sensible of the great benefits I derived in my youth from reading, as a school-book, Scott's Lessons, which contained a choice selection of pieces both in prose and poetry, from the most eminent English classics.

In the third place, I hold that the Elements of Geometry ought to form a part of the system of High School education. No study can compare with this for developing and strengthening the intellectual powers, and as every man of business, whether merchant, farmer, mechanic, or manufacturer, needs to learn to think, so a study which is so eminently adapted as geometry to effect this purpose, cannot but be adapted to the wants of each. But this is not all: the truths of geometry, themselves, are of great practical use, and applicable in a thousand ways to the daily purposes of life.

In the fourth place, the improvement of the *Taste* should be a cardinal object in the education of the industrial classes. Society has

passed the period when utility, merely, is in demand. She requires that all her structures and fabrics be made beautiful as well as durable; and the mechanic or manufacturer who excels in the taste of his workmanship, often distances all competitors. Now taste is a faculty eminently susceptible of cultivation; and it is desirable that a small work explaining and illustrating the principles of taste, after the manner of Sir Joshua Reynolds in his Lectures on the Art of Painting, should form a part of the education of every mechanic; and that he should also enjoy, as far as possible, an opportunity of studying the best models of the arts, particularly those relating to his own craft. Drawing also is an accomplishment which ought to receive great attention in the High School system, as not only conducive to the improvement of the taste, but as exceedingly useful in all the arts of life.

In the fifth place, the natural sciences, especially Natural Philosophy and Chemistry, ought to be thoroughly understood by the mechanic and manufacturer, containing as they do the principles of the arts, and furnishing rules for the constant guidance of labor and skill.

The lecturer proceeded to illustrate the importance of a knowledge of scientific principles by showing their value in particular arts and manufactures, taken as examples; as, first, to the Architect who requires a cultivated mind and refined taste, improved by the study of the best models—a knowledge of mechanics, in order to give to his structures the greatest strength and durability-of Chemistry, to aid him in the composition of mortar, stucco, cements, and paints-of Hydrostatics, to guide him in supplying his buildings with water-of Pneumatics, to enable him to understand the arts of warming and ventilating-of Acoustics, to guide him in constructing rooms for public speaking-of Electricity, to teach him how to protect his buildings from lightning-and, in general, a knowledge of the four elements, earth, air, fire, and water, all of which have important relations to his art. Secondly, to the Carriage maker, who has also occasion for a highly cultivated taste-for an acquaintance with certain mechanical principles, which aid in regulating the centre of gravity and the line of draught-with various chemical principles, which teach the composition of paints and varnishes, and the philosophy of colors-and with those physiological principles, which throw light on the qualities and preservation of timber. Thirdly, to the manufacturer of Stoves and Furnaces, who requires also to be a man of cultivated taste, and to be well versed in the

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To the Farmer, Agricultural Chemistry affords an explanation of the composition of soils, and the peculiar adaptation of each to certain crops—the economy of manures, both in their preparation and application—and the best rotation of crops. Natural Philosophy teaches the principles of irrigating and draining, and the construction of labor-saving machines and instruments. Physiology lends its aid in the raising and improvement of live stock. Political Economy, furnishes useful hints for adapting crops to the state of the times, and for turning them to the greatest profit.

After such a view of the education required by the industrial classes, the lecturer felt justified in expressing the opinion, that our country has yet seldom, if ever, seen a well-educated farmer, mechanic, or manufacturer.

The Merchant, likewise, has occasion for great powers of reflection, and for all the strength of mind that can be derived from a regular, systematic mental training. The advantage to the merchant, especially when his business is large and complicated, of a thorough acquaintance with various subjects of knowledge, such as geography, statistics and political economy, was illustrated by examples of several eminent merchants.

In conclusion, the lecturer urged the value of well selected Libraries, adapted to the use of business men, embracing encyclopedias, scientific and artistic journals, works on the principles of taste, containing numerous drawings of works of art; biographies of distinguished merchants and artists, &c., &c.

Finally, he urged the peculiar inducements of every American youth, of the industrial classes, to acquire the best education in his power, not only as affording the greatest chances of success in his business, but as qualifying him for still higher destinies in fulfilling his duties as citizen of a Republic where all the dignities, the influence, and the emoluments of office, were open to the humblest individual.

THURSDAY EVENING, Oct. 25.

Mr. Barnard occupied a part of the evening in discussing the subject of the "gradation of schools in cities and large villages," with special reference to the condition and improvement of common schools in Norwalk, Southport, Westport, Stamford, Greenwich,

Bridgeport, Danbury and Newtown, in Fairfield County. The facts and suggestions were arranged under the following heads.

1. Present condition of common schools and other means of education in those cities or large villages. Under this head the speaker showed that the common schools did not meet the educational wants of the people—that the rich and the educated did not send their children to these schools, not from fancied, but from real and substantial objections to them. These objections were found in an insufficiency of school-house accommodation, and in the bad location, and inconvenient and unhealthy condition of existing school-houses, in the limited course of study,—in the neglect of manners and moral culture,—in the absence of an elevated and interested public sentiment in everything that related to the supervision and support of schools.

2. Plans of improvement. Under this head, the speaker presented the outline of a plan, with modifications for large and small villages, which had been successful, wherever tried, and which had not been abandoned in a single instance, out of more than an hundred cities and villages where it had been tried. The plan consisted: I. Of an organization for school purposes based on the municipal organization, so that the entire city, borough or village acted as a whole,-and not as two or more territorial sections, under the name of school districts. II. A classification of the children according to age and proficiency, into schools of different grades. making of each grade of schools the best of its kind, in all that concerns school-house, course and methods of instruction, means of illustration, teachers, and supervision and support. The schools to be common must be good enough for the children of educated and professional families, and so cheap as to be within the reach of the They need not be free, but they must be cheap.

3. The results of such a system. These results had been elsewhere, and would be here, seen in the improved and improving state of education—in equalizing the means and condition of education in different sections of the same city, and among families of different circumstances as to wealth and occupation in the same population. The advantages of employing female teachers as principal and assistants exclusively in all grades of schools, except the very highest, were dwelt on, not simply in reference to economy, but in the peculiar fitness of such teachers for young children, and for the cultivation of gentle manners, correct personal habits, and moral character. Such a system would absorb most of the private schools,

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which now abound in our cities and villages, to the serious detriment of the common schools, while a few superior private schools would spring up to meet such wants as even the best common schools could not supply. The views presented by the speaker, were illustrated by facts drawn from the history of common schools in Provdence, Worcester, Brattleboro, Lowell, and various other large cities and villages in New England, and in New York. We had not in Connecticut a single city or village which could be pointed to as a perfect model for imitation, although important advances had been made in Greenville, New Britain, Collinsville, Waterbury and Hartford. A commencement had been made in the right direction in Bridgeport, Greenwich, Southport, and in the incipient measures for a consolidation of the three village districts in Norwalk.

FRIDAY EVENING, OCT. 26.

REV. T. D. P. STONE'S LECTURE OF THE SOURCE OF THE TEACHER'S

No subject has occasioned more diversity of opinion among teachers, and occasioned more acrimony of feeling among the parents of children attending common schools. Some deny to the teacher all authority whatever. Others tacitly acknowledge such authority, but oppose its exercise except in the mildest form. One denies the right to use corporeal punishment. Another denies the right to detain after school-hours. Yet another claims the right to call at the door at any hour and interfere in his own way with the teacher's arrangements. If one man's children are not treated with marked deference, they are removed from school. If they do receive such distinguished regard, another rival group of children leave. For the faithful discharge of his duty, the teacher often encounters persecution in the form of legal indictment. Dreadful narratives of adventure and suffering, often ringing changes to the teacher's disparagement all over the district, are stated on oath before the crowded assemblage at the Justice's Court. Then a dollar fine. Then an appeal. Then an acquittal is followed by some ten, or twenty, or thirty dollars of costs for defense, to say nothing of days and nights of anxious surprise for months.

And why all this? Simply because the parent did not know what the rights of the teacher are. Or perhaps because the teacher did not realize the full import of the parable about taking wolves by their ear,—that is, he had used his right without regard to his interest. He had perhaps not yet learned how to do right in an expedient way.

With the hope of aiding some mind which has been perplexed on

this subject, it is suggested,

I. That there must be authority in the school-room. A company of children thrown unrestrained together would not only derive no real advantage from such intercourse as would ensue, but actually receive great injury. Conflicts would follow as jarring interests call upon unsubdued wills for redress—endangering limb, if not life. Tempers become hard, and disgusting habits are formed—"Evil communications corrupt good manners." Such a school had better disband. No study can be pursued to any great advantage under such want of discipline. Little interest can be secured in plans of self-culture, or of mutual improvement. A few minds, too bright to be listless anywhere, may grow. But the mass will inevitably sink lower and lower in ignorance and vice. Common sense everywhere claims the absolute necessity of some authority in school.

II. The authority of the school-room must be adequate to the proper control of all the internal affairs of the school. So many and so various are the duties and employments of the most obscure district school, that unity of design and execution become indispensable. One mind must plan and carry out that plan. Hence everywhere a single teacher stands at the head of every school. Even in private establishments where partnerships exist among the teachers, there is a division of labor and responsibility to meet this demand. Without unity of this character, the objects sought cannot be reached. Now if a teacher is employed who is to consult others at every step, before deciding what to do and how to do it, there arises at once such a diversity of opinion that success is out of the question. There might as well be a number of equal and independent teachers in the same room. The authority of one must be adequate to the responsibility of that one or it is a cipher.

III. It is obvious that all human authority whatever comes from God. He, as creator and preserver and controller, claims and exercises superior authority over all. Sceptical denial of God's will to rule does not restrain the rule which it denies. And the conscience responds to the voice of its Maker with a sense of unalienable allegiance. Leave this responsibility to him and him alone. God "has made all men free and equal." But children are not born men. Till they become of age, both natural instinct and education, both law and gospel, demand allegiance to God through the medium of parental restraint. The parent

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acts for God. The child is to obey God's voice uttered by father, or mother. The father is first in rank. The widowed mother is authorized to take the father's place. If parents are imbecile or vicious the law provides a guardian as in case of orphans. Should parental commands evidently conflict with God's revealed will, it is true "we must obey God rather than man."

IV. Teachers are agents for parents, and act in their stead with their authority, derived through them from God himself. The government, through proper committee, and board of visitors, employs teachers, tests their competence, places the school-room and its appurtenances under their care; and parents by the act of sending to school confer implied, legal authority to do anything in way of discipline during school hours, which they have the right to do themselves. They withdraw such authority by taking children out of school. Yet the cases must be rare in which a really judicious parent would resort to that extremity. Such cases may occur. It may be even duty not only to remove children from the despotic rule of some mercenary tyrant whose brutal passions unfit alike for teaching and for business intercourse with society, but also promptly to call in the legally constituted court of appeal for such cases provided, viz. the board of visitors. It may be deemed necessary for parents to limit the power of teachers as to the infliction of corporeal punishment. True, teachers are not obliged to submit to such limitation. Teachers can refer such cases to the district committee, declining to attempt government under such limitations. That committee can remove the pupil from school as the law allows, or can apply to the visitors to remove the teacher. A sickly, nervous little boy was severely whipped for a trifling offense, and the infliction resulted in permanent disease. The boy's father and mother had each separately and once together requested the privilege of having their child sent home rather than be whipped. But the teacher claimed the right of refusing to comply. It was cruelty. Had the child died it would have been little better than murder. It is best to consult with parents.

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ADJOURNED ANNUAL MEETING AT GLASTENBURY.

TUESDAY, OCT. 28TH.

The Association was opened by an Address from Mr. Barnard in which he stated the objects of the Association, and pointed out some of the ways in which teachers and friends of school improvement might cooperate under its organization. The speaker then dwelt on the necessity of spreading abroad through the whole community more enlarged views of the whole subject of common schools—their territorial organization, and material outfit, (school-houses, books and apparatus,) the local administration and pecuniary support of the system, and the instruction and discipline of schools. This address occupied an hour, and was followed by remarks from Prof. Jared A. Ayres, of the Deaf and Dumb Institution at Hartford, and Mr. W. S. Baker, of the North Middle School in Hartford.

Mr. Ayres remarked that until recently our schools have been under the care of men expecting soon to be engaged in other pursuits. Now however, we are raising up a body of professional instructors, teaching them how to teach, giving them a system of instruction, and a system of government, and a system of school arrangements, till they have only to follow out a plan ready provided to their hands. He thought it a fair inquiry, whether there might not be in this something of a tendency to sink the character of the man in that of the teacher, to make him more of an agent of other men's ideas and less of a thinker, to make him satisfied with his trade. For himself, he would give little for a teacher, who, with the best ability in imparting instruction, yet failed to awaken generous sympathies, arouse a true and broad ambition, or develop, as opportunity offered, a healthy moral sentiment.

Every teacher as well as every other man ought to commence life with a look ahead and a look upward. He ought to expect to rise in his profession or over it. No man with us is born into a station of influence in society which he will occupy by virtue of his birth. Virtue, ability, labor, are the capital upon which we all work. Well employed they will not fail to bring in an abundant return in character, reputation and wealth.

Much had been said upon the duties of teachers to their scholars. It had been well said. He wished to say a few words upon what the ter.
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the teacher owed to himself. He honored the character of the teacher. He was doing a great work though often unappreciated. He would have him worthy to fill the important place in respect to influence which he occupied.

Every teacher should aim to be a well-read and systematic scholar. By virtue of his profession he is set aside from the physical labor of life. He is expected to be an intellectual man. It is his title to respect. No man was fit to be a teacher who could not teach men also. He wished he could deeply impress it upon the mind of every one that he had an individual character to form and that he should not take his character from his profession. Such a character is always upon the wane.

He should seek also to possess a cultivated manner and a courteous deportment. He thought it difficult to attach too much importance to this. He begged not to be misunderstood. He did not speak of conventional ceremony. He knew there were some who valued more highly a well-worded prayer than they did communion with their Maker. He spoke of the genuine politeness of a cultivated mind and heart. In it there was a world of power and influence.

The teacher should aim also to be an independent man. With all due respect for School Committees and ministers and influential men, he should be sold to none. He must learn to think for himself, not obstinately but independently. The fact that he does so will secure the respect of all whose opinion is valuable. True independence of mind is a great attainment. Its most perfect development is sometimes seen when we have learned to submit our own minds to the leading and guidance of those who are wiser than ourselves, because it exhibits in us an independence from prejudice and self-conceit.

In conclusion he remarked, "I speak to you my friends with great freedom, for I profess to an earnest interest in you personally and in the cause you represent. I see before me a body of men who are laying the foundation of the general intelligence of the people of this country, and I know that upon this intelligence and virtue are hinged its prosperity and advancement, even its existence. I say to myself, surely these are not inexperienced builders, not inefficient workmen, only hirelings engaged about this mighty undertaking. I have not magnified your office and importance and oh that I could say, I know that throughout all the length and breadth-of my beloved country all the builders engaged upon this work were wise, earnest, faithful men. There are three great fountains

of influence. They are all twined together and yet each is work. ing a separate work. They are the home, the school and the church. You are at the head of one of these fountains, and therefore we claim that we have a right to see in you cultivated minds, courteous manners, independent men. What we have a right to expect of you, you owe it to yourselves to be."

Mr. Baker followed with an address in which he briefly but strongly urged the claims of education as compared with and in aid of every other good cause. The efforts to get people to church will fail, if the minds and hearts of children are not prepared at home and at school, to be interested and instructed by the exercises of the sanctuary. All efforts to promote temperance by legal prohibitions and penalties will prove abortive, unless a taste for something purer and better than alcoholic excitement, is cultivated in children, and both children and youth are brought up to habits of reading, industry and self-improvement. The pulpit may preach "Peace" for eighteen centuries more, but war will continue to desolate the earth and fill our homes with mourning and woe, until the great mass of the people, out of whose ranks the victims of war are drawn, and on whom its worst evils are inflicted, are educated to understand and appreciate their own manhood, as altogether too noble to be sacrificed to gratify the ambition and personal vanity of a few rulers and generals. All these and other forms of Christian and benevolent labors are noble, but they do not cover the whole ground, and they cannot succeed to the desire of their advocates, unless the foundations of permanent success are laid in the improved education and habits of all the children of the community; and their education and their habits cannot be secured, save through the agency of a system of good common schools. Mr. Baker then dwelt on the necessity of introducing subjects and methods of teaching, which shall interest the dull and backward, and be the means of cultivating habits of self-culture in all children. He illustrated this point by his method of teaching reading and elocution.

LECTURE OF REV. T. D. P. STONE UPON THE DETAILS OF SCHOOL DISCIPLINE.

After reference at length to the difficulty of offering suggestions equally appropriate to different circumstances and to the various views and habits of teachers and of communities; and after expressing the conviction that no two men could carry out anecde system ems try in and no lt is l cars in without prove and or should should lecture.

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successfully each other's view in guiding a school,—a variety of anecdotes were related, illustrating the necessity of having some system of government. Any is better than none,—of different sysems that is best, which costs least, and is most effective and salutary in its influence. It is easy to have all discipline, as in an army, and no study. This is like a harness and driver without a horse.—It is like a locomotive engine in a bog,—or a railroad with neither cars nor freight. It is easy to have great ado about discipline without much of the reality. Many men can shout at a fire who prove to be poor firemen. Rules should be obviously called for, and only made known, as their utility becomes apparent. Rules should be simple. They should be always carried out. They should meet as far as practicable the view of the district. The lecture closed with an appeal to teachers to be more familiar with parents, and to secure reform, by securing parental coöperation.

ADJOURNED ANNUAL MEETING AT ASHFORD.

OCTOBER 29th AND 30th.

The Adjourned Annual Meeting at Ashford was addressed by Prof. Camp—on the "True Teacher," and by Mr. William S. Baker of Hartford, on "our duties as a state, to improve our common schools, and all other means of popular education."

OCTOBER NUMBER OF THE JOURNAL.

Eight pages of Number 2 (for October) were printed in due season and directions given to have the same forwarded to subscribers. Unexpected difficulty and delay were encountered in procuring memoranda, and reports of the several addresses delivered at the adjourned meetings of the State Teachers' Association, and after these came to the hands of the Editor, there was an unavoidable delay in getting them through the press, on account of the pressure of business in the printing-office. This delay will enable the Editor to give the proceedings of the adjourned meeting at New Britain on the 2d of December.

ADJOURNED ANNUAL MEETING OF THE STATE TEACH-ERS, ASSOCIATION, AT NEW BRITAIN, Dec. 2, 1851.

At the adjourned Annual Meeting of the State Teachers' Association held at New Britain, Dec. 2, 1851, the following officers were chosen for the year ensuing.

President.

Rev. T. D. P. STONE, New Britain.

Vice Presidents.

For	New Haven	County.	E. B. HUNTINGTON,	West Meriden.
66	Hartford	"	W. S. BAKER,	Hartford.
**	Litchfield	**	GEORGE SHERWOOD,	New Milford.
44	Fairfield	46	G. W. YATES,	Bridgeport.
64	Middlesex	44	E. D. CHAPMAN,	Deep River.
4.6	New London	44	E. M. CUSHMAN.	New London.
+6	Windham	44	N. L. GALLUP,	Brooklyn.
8.6	Telland	44 .	Day Arnem Surer	Vornon

Recording Secretary—David N. Camp, New Britain.

Treasurer—F. C. Brownell, Wallingford.

Corresponding Secretary—T. M. T. Curtis, Hartford.

Resolved, That the President is hereby authorized to call a meeting of the State Teachers' Association, by notice in the Connecticut Common School Journal, on the written request of any ten teachers of the State who will pledge themselves to make all the necessary local arrangements for such meeting, by providing a suitable hall, and giving due notice among teachers and friends of education in the neighboring school societies.

teachers and friends of education in the neighboring school societies.

Resolved, That the President is hereby requested to attend if practicable, at each meeting of the Association called as above by him, or to procure the attendance of some experienced teacher or educator to lecture on the occasion.

Resolved, That the Secretary is hereby requested to publish an account of the proceedings of each meeting of the Association, in the Connecticut Common School Journal.

D. N. CAMP, Secretary.

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ANNIVERSARY EXERCISES OF STATE NORMAL SCHOOL.

The reports of the several addresses delivered at the series of Adjourned Meetings of the State Teachers' Association, have occupied so much more room than we had assigned for their publication, that we shall defer our account of the Anniversary Exercises of the State Normal School to the November Number of the Journal. In that account we shall append a catalogue of all who have joined the institution since its opening in April, 1850. As part of the Number we shall forward the "Second Annual Report of Directors of the State Normal school, containing the circular, and plan of the building."

The November number of the Journal, therefore, instead of being devoted to "Teachers' Institutes for 1851," will be occupied with the State Normal school.